

INTERNATIONAL FORUM OF TEACHING REGULATORY AUTHORITIES



TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT

A Global Survey

Steve Nwokeocha



INTERNATIONAL FORUM OF TEACHING REGULATORY AUTHOOITIES

Teacher
Continuous Professional Development
A Global Survey

**Ontario, Scotland, Wales, Ireland, Jamaica, Malta,
New Zealand, Queensland, Victoria, South Australia, Kenya, South Africa,
Uganda, Ghana & Nigeria.**

Professor Steve Nwokeocha

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International Forum of Teaching Regulatory Authorities



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FOREWORD

The “Teacher Continuous Professional Development (TCPD): A Global Survey” is one of the legacies of the International Forum of Teaching Regulatory Authorities (IFTRA). It was conceived at the 2009 IFTRA World Conference hosted by the General Teaching Council for Wales. During the Conference, IFTRA initiated projects aimed at advancing its aspirations in the regulation of teaching internationally. Among these projects were the surveys of policies and practices of TCPD, professional discipline, and professional recognition and registration.

The Teachers Registration Council of Nigeria (TRCN) undertook to conduct the survey on TCPD and presented the first report of the survey at the 2011 IFTRA Conference hosted in Durban by the South African Council for Educators. That Conference requested TRCN to come up with a second/updated edition of the survey at the next IFTRA conference. I am pleased that TRCN is able to present IFTRA with this second report with up-to-date data on the policies and practices of TCPD in the various continents.

The survey is one of the concrete projects which provide member organizations with opportunities to collaborate, appreciate diversities and uniformities as well as exchange best practices. Maintaining this project in future years should enable IFTRA to acquire significant data for policy formulation and the possible development of international protocols and conventions on the regulation of the teaching profession.

The report of this survey is recommended to teaching regulatory authorities, ministries of education, teachers unions, teachers, international organisations and development partners, and other stakeholders across the nations to assist their national planning and decision-making in teacher CPD.

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September 3, 2014

PREFACE 1

On behalf of the Ontario College of Teachers, Canada and the International Forum of Teacher Regulatory Authorities (IFTRA), I would like to congratulate the Teachers Registration Council of Nigeria (TRCN) for coming up with the second edition of the survey on Teacher Continuous Professional Development (TCPD) in the various countries. I am particularly delighted to receive the Report of the survey as one of the key documents of the 2014 IFTRA World Conference being hosted by the Ontario College of Teachers.

IFTRA as the major promoter of the regulation of the teaching profession globally will garner significant insight from the Report. In turn, such insight will enable countries to appreciate and deal with their relative strengths, weaknesses, opportunities and threats in the area of TCPD. In other words, the Report of the survey will help immensely in the promotion of the overall aims of IFTRA which are to promote the professionalization of teaching globally, set international standards for the profession and facilitate co-operation among member nations for the benefit of the education systems of the various countries.

I most warmly welcome all delegates to the Conference and urge not only participants in the Conference but also other stakeholders globally to make best use of the survey of the teacher CPD.

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PREFACE 2

Teachers Registration Council of Nigeria (TRCN) is very pleased about the accomplishment of the Global Survey of Teachers' CPD. The Survey covered the jurisdictions of IFTRA member organisations that participated. It was a very important task assigned TRCN by IFTRA first in 2009 and again in 2011. TRCN faithfully implemented the assignment, giving rise to the first ever Global Survey of CPD by IFTRA. The First Edition of the Survey was therefore adopted by IFTRA in 2009. Thereafter, it mandated TRCN to come up with another Edition for presentation at its next World Conference, which now happens to be ONTARIO 2014 hosted by the Ontario College of Teachers, Canada.

Fifteen (15) IFTRA member organisations across the continents (Africa, Europe, North America and Australia) participated in the Survey. Therefore, the findings of the Survey are very useful for comparative analysis and exchange of best practices. They will help countries to make significant advances in their teacher CPD policies and practices by learning from the similarities and differences around the world.

TRCN is committed to furthering the objectives for which IFTRA was established through timely execution of such research projects and other membership obligations. Importantly, TRCN appreciates IFTRA for the confidence reposed in her and wishes the conferees very exciting sessions and interesting discourses generated by the findings of this research.

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October, 2014

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TRCN is exceedingly grateful, first and foremost, to the Committee chaired by Melanie Saba, the Chief Executive Officer of the Victorian Institute of Teaching, Australia, which validated the CPD Survey instrument during the 2011 IFTRA World Conference in Durban, South Africa.

A lot of gratitude equally goes to the officials of the IFTRA organisations that participated in the Survey for facilitating the research and/or conscientiously completing and returning the CPD Questionnaire. Some of these officials include the following: Michael Salvatori (PhD), Chief Executive of the Ontario College of Teachers, Canada; Ms. Charlie Morrison, Manager of Policy and Research, Ontario College of Teachers; Katty Anstett, Ontario College of Teachers, Canada; Tom Hamilton, General Teaching Council for Scotland; Cheryl Loughbrough, General Teaching Council for Scotland; Gary Brace, formerly Chief Executive, General Teaching Council for Wales; Jessica Williams, General Teaching Council for Wales; Brendan O'Dea, Deputy Director, The Teaching Council of Ireland; Dr. Winsome Gordon, Chief Executive Office, Jamaica Teaching Council; Lawrence Azzopardi, Secretary to the Council for the Teaching Profession of Malta; Barbara J. Benson, Manager Teacher Education, New Zealand Teachers Council.

Others are John Ryan, Director, Queensland College of Teachers, Australia; Sue Lauer, Manager Accreditation and Professional Standards, Queensland College of Teachers, Australia; Dr. Peter Lind, Registrar, Teachers Registration Board of South Australia; Keith Woodward, Acting Group Manager (Standards & Professional Learning), Victorian Institute of Teaching, Australia; Rej Brijraj, Chief Executive Officer, South African Council for Educators; Chairmane Landsberg, South African Council for Educators; Tsedi Dipholo, Chief Operations Officer, South African Council for Educators; Gabriel Lengoiboni, Secretary/Chief Executive Officer, Teachers Service Commission, Kenya; Nancy Macharia Njeri, Director Staffing, Teachers Service Commission, Kenya; Hilary J. Lukhafwa, Senior Deputy Director Quality Assurance and Standards, Teachers Service Commission, Kenya; Abdirizak H. Farah, Senior Deputy Director, Teachers Service Commission, Kenya; Beatrice Kabwa, Commissioner, Education Service Commission, Uganda; Dr. Augustine Tawiah, Executive Secretary, National Teaching Council, Ghana; Emmanuel Tawiah Aboagye, Deputy Executive Secretary, National Teaching Council, Ghana.

At the TRCN level, much credit goes to the Registrar/Chief Executive, Professor Addison Mark Wokocha for inspiration and adequate logistical support to ensure timely completion of the work. It's also thanks to Mr. Hammed Okunola, Technical Assistant to the Director of Professional Operations and Lwasam Babale, Head of Field and International Programmes, among others.

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NB: The validation of the CPD Survey Instrument took place at the IFTRA World Conference hosted by the South African Council for Educators at Durban, South Africa, July 11-14, 2011.



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10. *South African Council for Educators*
11. *Teachers Service Commission, Kenya*
12. *Education Service Commission, Uganda*
13. *National Teaching Council, Ghana*
14. *Teachers Registration Council of Nigeria*
15. *Victorian Institute of Teaching, Australia*

EXECUTIVE SUMMARY

The survey was designed to ascertain the status of teacher CPD in the jurisdictions of IFTRA member organisations around the world. A questionnaire containing eighteen sets of questions was emailed to the IFTRA member organisations. Fifteen (15) organisations duly completed and returned the questionnaire. This Report, therefore, presents the data received from those fifteen organisations. The findings showed diversity as well as uniformity in several respects. For instance, most of the organisations considered CPD as indispensable. Consequently, the organisations, as a matter of policy, required teachers to engage in CPD. Again, most of the organisations had legislation that mandated them to get involved in teacher CPD while a few other organisations did not expressly have such statutory powers.

Notwithstanding that most organisations saw teacher CPD as indispensable, there was no consensus on whether CPD should be mandatory for teacher registration, upgrading of membership, renewal of license or appointment to leadership positions. With respect to these issues, some jurisdictions saw CPD as required whereas others did not. Ultimately, however, there are greater details of what each jurisdiction does with CPD and such details are found not only in the analysis of data but also in the appendices of this Report which contain the raw data received from the organisations.

This Report also contains review of literature on teacher CPD. It provides a cursory look at the various definitions of CPD and dimensions of the CPD relevance. There are also literature and data from intercontinental survey on teacher CPD conducted by the Organisation for Economic Cooperation and Development (OECD). The data covered twenty three (23) countries drawn from various continents and some of the issues investigated in this survey were also covered by the OECD survey. Therefore the data and overall literature review may help to understand the situation and status of teacher CPD beyond the statistics or data of this particular survey.

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LIST OF ABBREVIATIONS

IFTRA Organisations according to serial number in the research analysis -

1. OCT – Ontario College of Teachers, Canada
2. GTCS – General Teaching Council for Scotland, United Kingdom
3. GTCW – General Teaching Council for Wales, United Kingdom
4. TCI – Teaching Council of Ireland
5. JTC – Jamaica Teaching Council
6. MCTP – Malta Council for the Teaching Profession
7. NZTC – New Zealand Teachers Council
8. QCT – Queensland College of Teachers, Australia
9. TRBSA – Teachers Registration Board of South Australia
10. SACE – South African Council for Educators
11. TSCK – Teachers Service Commission, Kenya
12. ESCU – Education Service Commission, Uganda
13. NTCG – National Teaching Council, Ghana
14. TRCN – Teachers Registration Council of Nigeria
15. VIT- Victorian Institute of Teaching, Australia

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1. Introduction



Photo 1: A Music class in the Ontario Province - All students in the school are taught Music. The 21st century teacher must keep learn to re-learn and keep adapting to new skills and values.

Teaching is said to be the mother of other professions. This is for the fact that teaching is perhaps the oldest profession and also other professions are raised by teachers. Therefore, teaching is a critical and strategic foundation or “infrastructure” upon which the superstructure of society rests. By being instrumental to the raising of professionals in all other sectors of national life, teaching is a profession that engages every facet of human society and national life. Thus, teaching invariably should be a reservoir of knowledge and skills that march the level of the development and aspirations of any society. It should be so versatile and dynamic and develop at the same pace with human society. This way, teaching can produce the best physicians, lawyers, pilots, engineers, creative artists, technologists, agriculturists and all other manpower required to accelerate the development of the nations.

Today, the world has gone global, and most spheres of life have gone virtual, that is cutting across international or traditional boundaries. Driven by information and communication technology, the world today is described as knowledge economy. Obanya (2010) recaptures seven characteristics of the knowledge economy listed by Houghton and Sheeben (2000), as follows:

(1) Unlike physical goods, information is not destroyed in consumption. Its value can be enjoyed again and again; (2) Bridges are being built between various areas of competence, as codification tends to reduce knowledge dispersion; (3) Learning is increasingly becoming central to both people and organizations; (4) Learning involves education and learning-by-doing, learning-by-using, and learning-by-interacting; (5) Initiative, creativity, problem-solving and openness to change are increasingly important skills; (6) Flexible organizations are becoming the norm. They integrate 'thinking' and 'doing' and avoid excessive specialization and compartmentalization, by emphasizing multi-task job responsibilities; and (7) Where machines replaced labour in the industrial era, information technology has become the source of codified knowledge in the Knowledge Economy, demanding uniquely human competencies such as conceptual, interpersonal and communication skills. (Houghton and Sheeben, 2000 cited in Obanya, 2010)

This level of advancement by society implies that teachers must not only receive adequate initial education but must be kept on their toes to continually renew their intellectual strength, practical acumen and behavioural flexibility required to adapt to an ever-changing society. Robertson and Murray (2013) aptly describe teachers required for today's world as enquiring professionals, that is enquiry should be at the heart of teacher education. According to the authors, this will make teachers distinctive as professionals and empower them “to challenge, in many ways, the current practices of teachers and education professionals”. To the authors also “teachers as enquiring professionals and practitioner enquiry” means “knowing deeply, knowing what, why and how”.

The Education International (2007) also stresses how important quality teachers are as prerequisite for achieving the continental and global educational objectives such as the Millennium Development Goals (MDG) and Education for All (EFA). In the words of Education International:

The achievement of the Education for All (EFA) targets and education-related Millennium Development Goals (MDGs) depends, to a very large extent, on the availability of properly trained and qualified teachers. The educational quality imperative cannot be met without quality teachers — these are professionally trained teachers who have a deep understanding of both subject matter and teaching pedagogy.

There is overwhelming evidence that qualified teachers contribute to quality teaching and learning. The World Education Forum (2000) recognised the crucial role of trained teachers in the achievement of the EFA targets. One of the strategies adopted by the Forum to achieve the EFA goals, as given in The Dakar Framework (2000), was to “identify, train and retain good teachers...” In their joint publication on teachers, UNESCO and the OECD (2001), argue that “a better trained teaching force is an important factor in educational quality”. The two organisations further support the importance of professionally trained and qualified teachers by contending that “teachers' subject matter expertise must be complemented by pedagogical competence”. Even the World Bank Operations Evaluation Department (OED) aptly acknowledges, in its 2004 Background Paper for the Evaluation of the Bank's Support to Primary Education, “Many studies find that teacher training is important.” The paper correctly observes that “better trained teachers are more effective in terms of cognitive achievement”.

(Education International, 2007, p. 16)

From the angles above and other sources elaborated in the literature review, there is a consensus that teacher Continuous Professional Development (CPD) is an indispensable and critical pillar upon which rests the teaching profession. Therefore, this survey focuses on teacher CPD with a view to understanding the state of the CPD in the jurisdictions of IFTRA member organisations. It is expected that the findings will inform teacher CPD policies and practices across the continents. The findings may also enable countries to see where and how they stand on the issue of teacher CPD and to see possible directions and best practices to pursue.

2. Aims of the Study



Photo 2: A Nigerian teacher on excursion with her pupils at the international airport, Abuja. The pupils have become more inquisitive than previously possible and teachers are under pressure to be abreast of developments and inventions globally.

The broad aim of the survey was to ascertain the status of teacher CPD in the jurisdictions of IFTRA member organisations. Thus, the survey was intended to examine the legal and policy bases of CPD as well as the actual practices.

In specific terms, therefore, the survey covered the following issues among others:

- i. The statutory mandates of the Teaching Regulatory Authorities with respect to CPD;
- ii. The status of CPD in terms of whether it is mandatory or voluntary for teachers;
- iii. How the Teaching Regulatory Authorities define teacher CPD;
- iv. The scope of teacher CPD in the various jurisdictions;
- v. The process of determination of teacher CPD and the role of the Teaching Regulatory Authorities and other stakeholder organisations in this process;
- vi. The variety of available CPD programmes and teachers' rate of participation in the programmes;
- vii. The financial dimension of teacher CPD particularly with respect to the extent of sponsorship available to the teachers for CPD;
- viii. The specific uses of teacher CPD in the jurisdictions, for instance if there are credits earned and if these credits count towards teacher registration, renewal of membership or licenses, promotion or appointment into leadership positions;
- ix. The monitoring of the process and impact of teacher CPD and the role of the Teaching Regulatory Authorities and stakeholder organisations; and
- x. The CPD required for the registration of foreign teachers.

3. Research Questions



Photo 3: The average Chinese pupil is an expert in kinetics. Are their teachers coping?

Following the aims and objectives of the survey, the following eighteen (18) sets of questions were posed:

- I. Does your organisation currently require teachers to undertake CPD? If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these. If you do not currently have a requirement for CPD, could you provide an explanation of why not. Did the Law that established your organisation clearly provide for its involvement in teacher CPD?*
- ii. How does your organisation define “teacher CPD”?*
- iii. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.*
- iv. How does your organisation determine what is accepted as CPD?*
- v. Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator? If yes, describe the type of organisations and describe briefly their role in setting CPD standards.*
- vi. What is the role of your organisation in providing teacher CPD?*
- vii. Do other organisations, such as employers and private organisations, provide teacher CPD? How is the quality of CPD provided by employers or private organisations assessed or monitored?*
- viii. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?*
- ix. Is CPD a requirement for upgrading membership class or registration category of a teacher?*
- x. Is CPD a requirement for annual or periodic renewal of membership/registration?*
- xi. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?*
- xii. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?*
- xiii. What percentage of your registered teachers takes part in (at least) one CPD programme per year?*
- xiv. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?*
- xv. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?*
- xvi. Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality? If yes, how is the assessment or monitoring done?*
- xvii. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?*
- xviii. Other general comments or information.*

4. Review of Literature



Photo 4: A student leader addressing official visitors at South African School. The younger generations are stepping into adult roles much earlier than before – leadership, family, politics, social media, etc. The youth now play prominent roles in all of these. Therefore, teachers have to up-scale the “what, how and whys” about all these, so as to remain proper and fit facilitators of knowledge.



Photo 5: A class in Wales, United Kingdom. Teaching strategies are evolving towards individualized, small-group and other pragmatic orientations. Learning to improve the teaching techniques that work is a key responsibility of teachers.

4.1 Introduction

The teacher is a catalyst in the learning process. Though not an absolute determinant, the teacher is critical variable in every aspect of educational quality. Nothing else can take the place of the teacher in the learning process. Not even technological or scientific advancement can render the role of the teacher irrelevant. If the learning process is only as qualitative as the teachers that pivot it, then it is an incontrovertible truth as well that the absence of professionalism and professional development among teachers inevitably can lead to educational decay.

According to the Teacher Development Agency for England (2002) which is charged by law to oversee the training and professional development of teachers in England, “initial training is not an end in itself, but the start of a long-term process of professional development.” What does this teach us? It teaches us that learning is a life-long process and as some put it, it ends only in the grave – It does not even end with one's career! The concept of continuous professional development, therefore, is borne out of the fact that education ought to be non-stop in whatever vocation one finds oneself. The slang is, “HE ROTS, WHO STOPS LEARNING!”

4.2 Defining teacher CPD

Therefore, teacher Continuous Professional Development (CPD) refers to a set of developmental goals, curriculum and strategies of delivery for on-going or ceaseless improvement in the pedagogical and professional capacities of teachers. Also, Nwokeocha (2014) defines teacher CPD as “the process of preparing teachers to be fit and proper for effective discharge of their duties in the school system as facilitators of knowledge and managers of the various levels of the educational organisations”. Furthermore, DeMonte (2013) describes CPD as:

The link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. The evaluation of educator effectiveness based on student test scores and classroom observation, for example, has the potential to drive instructional improvement and promises to reveal important aspects of classroom performance and success. That information may, in some cases, be used as the basis for critical personnel decisions such as whether to dismiss an educator or increase his or her salary. But in order to have the impact on student learning that supporters of reform intend, evaluation needs to be accompanied by insightful feedback about teacher performance that leads to a strategic set of professional-learning activities to help educators improve their practice. (DeMonte, 2013, p. 5)

Robertson & Murray (2013) also elaborated the nature of the teaching profession which indeed makes CPD a critical ingredient for success in the profession. They see the teacher as being essentially an enquiring professional that must maintain

high standards and internalize given values. Citing the revised Professional Standards for Teachers in Scotland (2013), they stressed that the 21st century has ushered in an extremely complex and dynamic society and only teachers with the requisite critical mind and knowledge, professional values and actions can positively impact on learning. “The most successful systems invest in developing their teachers as reflective, accomplished and enquiring professionals who are able not simply to teach successfully in relation to current external expectations, but who have the capacity to engage fully with the complexities of education and to be key players in shaping and leading change” (Teaching Scotland's Future, 2012 cited in Robertson & Murray, 2013).

Often one comes across the variants of the concept such as Continuous Professional Education (CPE) or Continuous Professional Training (CPT). In these variants, the word “development” is simply replaced with the word “education” or “training”. In reality, CPD, CPE and CPT point towards the same direction. The basic difference is the academic distinction between the concepts of training, education and development.

Training is said to be learning centered on very specific and restricted skills and jobs. Education is seen to be wider in scope for it concerns learning for specific skills and jobs as well as other areas generally necessary for the good of both the organization and the individual learner concerned. However, development has the widest scope because it deals with all learning required by an individual for optimal functioning in life whether in his community, nation or the world at large. All these concepts of professional improvements are necessary for all professions but a perfect mix needs to be determined by the regulatory authority.

4.3 Research findings and issues in the OECD international CPD survey

The Organisation for Economic Cooperation and Development, OECD (2009, p. 49) broadly defines teacher CPD as “activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.” The OECD explains that this definition recognizes that CPD is a very wide range of programmes and can be provided in various ways which include the formal and informal. In addition, according to the OECD, CPD “can be made available through external expertise in the form of courses, workshops or formal qualification programmes, through collaboration between schools or teachers across schools (e.g. observational visits to other schools or teacher networks) or within the schools in which teachers work . In this last case, development can be provided through coaching/mentoring, collaborative planning and teaching, and the sharing of good practices” (p.49).

Quoting OECD (2005), the OECD (2009) stated that no form of initial teacher education is able to prepare teachers on a one-off basis for all the challenges they may face in the course of their careers. Therefore, education systems must give teachers in-

service CPD opportunities to sustain high quality teaching throughout their career. It consequently listed the forms that CPD may take which include the following: “training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities. There is growing interest in developing schools as learning organisations, and in ways for teachers to share their expertise and experience more systematically” (OECD, 2009, p. 49). The OECD (2009) also cited the objectives of CPD as provided by the OECD (1998) and these objectives include to:

- i. update individuals' knowledge of a subject in light of recent advances in the area;*
- ii. update individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research;*
- iii. enable individuals to apply changes made to curricula or other aspects of teaching practice;*
- iv. enable schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice;*
- v. exchange information and expertise among teachers and others, e.g. academics, industrialists; and*
- vi. help weaker teachers become more effective.*

The Organisation for Economic Cooperation and Development, OECD (2009) also carried out a survey of the CPD policies and practices in 23 countries across the continents. The survey revealed rate of teachers' participation in CPD programmes and the most frequent CPD programmes undertaken by teachers as shown in the box and tables below.

Box 4.1: Types of Professional Development

The survey asked lower secondary teachers about the professional development they had participated in during the 18 months prior to the survey. Teachers were first asked to indicate whether or not they had participated in each of the following activities:

- *courses/workshops (e.g. on subject matter or methods and/or other education-related topics);*
- *education conferences or seminars (at which teachers and/or researchers present their research results and discuss education problems);*
- *qualification programme (e.g. a degree programme);*
- *observation visits to other schools;*
- *participation in a network of teachers formed specifically for the professional development of teachers;*
- *individual or collaborative research on a topic of professional interest; and*
- *mentoring and/or peer observation and coaching , as part of a formal school arrangement.*

Teachers were able to indicate participation in multiple activities.

Source: Organisation for Economic Cooperation and Development, OECD (2009, p. 50).

Table 4.1: Participation of teachers in professional development in the previous 18 months (2007-2008)

(Participation rates, average number of days and average of compulsory days of professional development undertaken by teachers of lower secondary education in the 18 months prior to the survey)

Country	Percentage of teachers who undertook some professional development in the previous 18 months		Average days of professional development across all teachers		Average days of professional development among those who participated		Average percentage of professional development days taken that were compulsory	
	%	(S.E.)	Mean	(S.E.)	Mean	(S.E.)	%	(S.E.)
Australia	96 .7	(0 .43)	8 .7	(0 .19)	9 .0	(0 .20)	47 .3	(1 .17)
Austria	96 .6	(0 .37)	10 .5	(0 .17)	10 .9	(0 .16)	31 .4	(0 .66)
Belgium	90 .3	(0 .73)	8 .0	(0 .38)	8 .8	(0 .42)	33 .6	(0 .95)
Brazil	83 .0	(1 .21)	17 .3	(0 .70)	20 .8	(0 .79)	40 .2	(1 .17)
Bulgaria	88 .3	(1 .17)	27 .2	(1 .65)	30 .8	(2 .04)	46 .9	(2 .11)
Denmark	75 .6	(1 .26)	9 .8	(0 .34)	12 .9	(0 .40)	34 .6	(1 .43)
Estonia	92 .7	(0 .50)	13 .1	(0 .29)	14 .2	(0 .31)	49 .2	(1 .20)
Hungary	86 .9	(1 .77)	14 .5	(0 .50)	16 .7	(0 .41)	46 .1	(1 .58)
Iceland	77 .1	(1 .10)	10 .7	(0 .44)	13 .9	(0 .56)	49 .9	(1 .30)
Ireland	89 .7	(0 .78)	5 .6	(0 .21)	6 .2	(0 .21)	41 .4	(0 .99)
Italy	84 .6	(0 .76)	26 .6	(0 .98)	31 .4	(1 .17)	40 .0	(1 .08)
Korea	91 .9	(0 .59)	30 .0	(0 .57)	32 .7	(0 .55)	46 .9	(0 .85)
Lithuania	95 .5	(0 .40)	11 .2	(0 .21)	11 .8	(0 .21)	56 .6	(0 .98)
Malaysia	91 .7	(0 .67)	11 .0	(0 .32)	11 .9	(0 .33)	88 .1	(0 .64)
Malta	94 .1	(0 .75)	7 .3	(0 .25)	7 .8	(0 .26)	78 .4	(1 .07)
Mexico	91 .5	(0 .60)	34 .0	(1 .60)	37 .1	(1 .78)	66 .4	(1 .22)
Norway	86 .7	(0 .87)	9 .2	(0 .30)	10 .6	(0 .34)	55 .5	(1 .25)
Poland	90 .4	(0 .67)	26 .1	(1 .10)	28 .9	(1 .20)	41 .0	(1 .14)
Portugal	85 .8	(0 .87)	18 .5	(0 .89)	21 .6	(1 .01)	35 .1	(0 .99)
Slovak Republic	75 .0	(1 .13)	7 .2	(0 .30)	9 .6	(0 .38)	44 .1	(1 .19)
Slovenia	96 .9	(0 .35)	8 .3	(0 .20)	8 .6	(0 .20)	60 .5	(0 .93)
Spain	100 .0	(0 .03)	25 .6	(0 .51)	25 .6	(0 .51)	66 .8	(0 .99)
Turkey	74 .8	(2 .09)	11 .2	(0 .52)	14 .9	(0 .65)	72 .8	(1 .65)
Average	88 .5	(0 .20)	15 .3	(0 .14)	17 .3	(0 .16)	51 .0	(0 .25)

Source: Adapted from the Organisation for Economic Cooperation and Development, OECD (2009, p. 80)
(<http://dx.doi.org/10.1787/607807256201>)

Table 4.2: Impact of different types of professional development undertaken by teachers (2007-08)

(Percentage of teachers of lower secondary education reporting that the professional development undertaken in the previous 18 months had a moderate or high impact upon their development as teachers)

Country	Courses and workshops	Education conferences and seminars	Qualification programmes	Observation visits to other schools	Professional development network	Individual and collaborative research	Mentoring and peer observation	Reading professional literature	Informal dialogue to improve teaching
	%	%	%	%	%	%	%	%	%
Australia	78 .5	67 .6	78 .6	72 .2	73 .5	85 .8	72 .5	66 .4	86 .0
Austria	75 .7	55 .5	89 .0	61 .0	68 .6	88 .4	72 .7	82 .4	84 .9
Belgium	52 .9	42 .6	67 .0	47 .0	53 .9	67 .6	48 .1	57 .8	71 .7
Brazil	76 .1	72 .9	89 .9	67 .5	73 .4	80 .9	65 .8	82 .6	76 .5
Bulgaria	84 .2	80 .6	88 .0	79 .3	86 .2	87 .1	86 .0	92 .3	86 .3
Denmark	86 .0	82 .9	96 .8	83 .6	88 .1	94 .6	78 .7	84 .9	92 .8
Estonia	86 .4	70 .4	90 .4	69 .9	84 .3	90 .5	76 .8	87 .3	81 .8
Hungary	86 .0	78 .2	93 .1	81 .4	84 .8	93 .8	91 .1	92 .6	92 .9
Iceland	83 .0	73 .7	92 .4	80 .5	90 .6	94 .2	77 .8	88 .7	91 .8
Ireland	81 .9	74 .5	92 .5	81 .0	78 .7	86 .8	71 .3	71 .0	83 .0
Italy	81 .9	78 .5	86 .8	82 .6	86 .6	95 .1	89 .6	90 .9	90 .6
Korea	79 .2	75 .1	84 .2	65 .2	85 .4	89 .9	69 .5	77 .4	85 .8
Lithuania	91 .4	83 .2	88 .2	90 .7	90 .0	91 .4	85 .2	96 .2	92 .0
Malaysia	94 .4	89 .1	95 .0	87 .6	90 .3	88 .8	89 .9	86 .4	92 .2
Malta	73 .9	70 .0	94 .4	69 .8	75 .2	89 .8	67 .8	78 .1	84 .3
Mexico	85 .4	82 .2	91 .3	77 .7	81 .3	91 .0	78 .3	84 .0	81 .6
Norway	79 .3	73 .7	93 .7	71 .9	81 .1	95 .3	77 .9	78 .1	95 .7
Poland	86 .3	75 .8	92 .1	78 .2	88 .3	92 .8	77 .9	93 .4	90 .0
Portugal	82 .8	73 .0	87 .0	67 .4	80 .7	94 .0	87 .6	78 .9	88 .1
Slovak Republic	75 .5	75 .9	83 .0	66 .0	78 .0	83 .8	78 .6	88 .8	85 .9
Slovenia	83 .3	78 .6	80 .2	77 .3	64 .1	89 .9	76 .1	81 .5	87 .0
Spain	76 .5	71 .8	73 .1	76 .2	81 .5	89 .9	81 .1	74 .4	80 .2
Turkey	72 .9	74 .1	79 .3	87 .8	80 .5	92 .3	84 .8	91 .3	92 .8
Average	80 .6	73 .9	87 .2	74 .9	80 .2	89 .3	77 .6	82 .8	86 .7

Source: Adapted from the Organisation for Economic Cooperation and Development, OECD (2009, p. 86)

4.4 The relevance and challenges of teacher CPD from other sources


Borko (2004, pp. 3-15) citing Ball & Cohen, 1999; Putnam & Borko, 1997; and Wilson & Berne, 1999 argues that the very ambitious educational reforms intended to upscale student learning equally call for a great deal of continuous learning on the part of the teachers. Borko gives several cases of developments in the United States which call for “high-quality” teaching which in turn imply that teachers must be adequately and constantly empowered to catch up with the very high educational goals. According to him, some of such cases are the No Child Left Behind (NCLB) Act of 2001, and "Teaching at Risk: A Call to Action," which is a Report of The Teaching Commission (2004). The Report emphasizes that teaching is America's “most valuable profession”. Borko quotes the Report as stressing that "helping our teachers to succeed and enabling our children to learn is an investment in human potential, one that is essential to guaranteeing America's future freedom and prosperity" (The Teaching Commission, 2004, p. 11, quoted in Borko, 2004).

In his very important research work titled, “*Professional Development and Teacher Learning: Mapping the Terrain*”, Borko reviewed extensively the research on CPD and came to a conclusion that:

Despite recognition of its importance, the professional development currently available to teachers is woefully inadequate. Each year, schools, districts, and the federal government spend millions, if not billions, of dollars on in-service seminars and other forms of professional development that are fragmented, intellectually superficial, and do not take into account what we know about how teachers learn (Ball & Cohen, 1999; Putnam & Borko, 1997). Sykes (1996) characterized the inadequacy of conventional professional development as "the most serious unsolved problem for policy and practice in American education today" (p. 465). The premise of this article is that it is a "serious unsolved problem" for educational research as well. (Borko, 2004, p. 2)

He argued that teacher CPD has, as well, not been sufficiently researched. Thus CPD carries two twin burdens of being insufficiently implemented and inadequately researched. He therefore called for serious research and more pragmatic design and implementation of CPD programmes.

In a similar research-based review of teacher CPD policies and practice, Timperly (2008) came up with finding about “teacher professional learning and development that has been demonstrated to have a positive impact on valued student outcomes”. The research, conducted for the International Academy of Education and International Bureau of Education identified ten key principles which have four understandings behind them. The ten principles are captured in the box below while the four “understandings” exactly as stated by Timperly are:

- 
- i. *Notwithstanding the influence of factors such as socio-economic status, home, and community, student learning is strongly influenced by what and how teachers teach.*
 - ii. *Teaching is a complex activity. Teachers' moment-by-moment decisions about lesson content and process are shaped by multiple factors, not just the agendas of those looking for changes in practice. Such factors include teachers' knowledge and their beliefs about what is important to teach, how students learn, and how to manage student behaviour and meet external demands.*
 - iii. *It is important to set up conditions that are responsive to the ways in which teachers learn. A recent overview of the research identified the following as important for encouraging learning: engaging learners' prior conceptions about how the world works; developing deep factual and conceptual knowledge, organised into frameworks that facilitate retrieval and application; and promoting metacognitive and self-regulatory processes that help learners define goals and then monitor their progress towards them.*
 - iv. *Professional learning is strongly shaped by the context in which the teacher practises. This is usually the classroom, which, in turn, is strongly influenced by the wider school culture and the community and society in which the school is situated. Teachers' daily experiences in their practice context shape their understandings, and their understandings shape their experiences. (Timperley, 2008, p. 6).*

Box 4.2: Ten Key CPD Principles

1. Focus on valued student outcomes - Professional learning experiences that focus on the links between particular teaching activities and valued student outcomes are associated with positive impacts on those outcomes.
2. Worthwhile content - The knowledge and skills developed are those that have been established as effective in achieving valued student outcomes.
3. Integration of knowledge and skills - The integration of essential teacher knowledge and skills promotes deep teacher learning and effective changes in practice.
4. Assessment for professional inquiry - Information about what students need to know and do is used to identify what teachers need to know and do.
5. Multiple opportunities to learn and apply information - To make significant changes to their practice, teachers need multiple opportunities to learn new information and understand its implications for practice. Furthermore, they need to encounter these opportunities in environments that offer both trust and challenge.
6. Approaches responsive to learning processes - The promotion of professional learning requires different approaches depending on whether or not new ideas are consistent with the assumptions that currently underpin practice.
7. Opportunities to process new learning with others - Collegial interaction that is focused on student outcomes can help teachers integrate new learning into existing practice.
8. Knowledgeable expertise - Expertise external to the group of participating teachers is necessary to challenge existing assumptions and develop the kinds of new knowledge and skills associated with positive outcomes for students.
9. Active leadership - Designated educational leaders have a key role in developing expectations for improved student outcomes and organising and promoting engagement in professional learning opportunities.
10. Maintaining momentum - Sustained improvement in student outcomes requires that teachers have sound theoretical knowledge, evidence-informed inquiry skills, and supportive organizational conditions.

Source: Timperly (2008, pp. 8-24)

A Report titled, “*High-Quality Professional Development for Teachers: Supporting Teacher Training to Improve Student Learning*” prepared by DeMonte (2013) for the Center for American Progress, reaches the same conclusion that teacher CPD generally speaking has not been meaningfully implemented. According to DeMonte, “professional development in education has gotten a bad reputation, and for good reason. Everyone on all sides of the education reform and improvement debate agrees that what most teachers receive as professional opportunities to learn are thin, sporadic, and of little use when it comes to improving teaching” (p. 4). He refers to a Harvard University Professor, Heather C. Hill, who declared that the “professional development 'system' for teachers is, by all accounts, broken.” He believed that Professor Hill and other scholars are right to hold such views because teacher CPD often rely on “short-term, episodic, and disconnected professional learning for teachers—the kinds of training programs that are unlikely to positively influence teaching and improve student achievement” (p. 4). Other CPD shortcomings that he identified are as follows: (a) It is usually disconnected from the everyday practice of teaching; (b) It is too generic and unrelated to the curriculum or to the specific instructional problems teachers face; and (c) It is infrequent and implemented as a one-shot event or led by an outside consultant who drops in to conduct a workshop and never returns to the school or district (p. 7). He further stated that another challenge for teacher CPD is that even teachers treat it with contempt (according to him, being a report from Frederick Hess of the American Enterprise Institute).

Based on the realities above, DeMonte advocated what he called “sustained investment of time into teacher training to change instruction and improve classroom outcomes” and argued that research findings show that teachers required no less than 14 hours of CPD because clear positive impact on student learning could be achieved. Specifically, he suggests that CPD should align with “school goals, state and district standards and assessments, and other professional-learning activities”. Other measures are to ensure that CPD (a) Focuses on core content and modeling of teaching strategies for the content; (b) Includes opportunities for active learning of new teaching strategies; (c) Provides the chance for teachers to collaborate; and (d) Includes follow-up and continuous feedback (p. 9).

In a Report with the caption, “*Reviewing the evidence on how teacher professional development affects student achievement*” prepared by Yoon, Duncan, Lee, Scarloss & Shapley (2007) for the Institute of Education Sciences (IES) of the U.S. Department of Education, the authors assert that:

Of the more than 1,300 studies identified as potentially addressing the effect of teacher professional development on student achievement in three key content areas, nine meet What Works Clearinghouse evidence standards, attesting to the paucity of rigorous studies that directly examine this link. This report finds that teachers who receive substantial professional development—an average of 49 hours in the nine studies - can boost their students' achievement by about 21 percentile points. (p.4)

Like the scholars cited earlier, Yoon et al equally lamented about the limitations of CPD design and implementation. Some of these limitations are what they called the preponderance of “single-shot, one-day workshops” that rather make CPD to seem (in the words of Ball & Cohen, 1999, pp. 3–4) “intellectually superficial, disconnected from deep issues of curriculum and learning, fragmented, and noncumulative”. They further opined that coherent CPD infrastructure is lacking and quoted Wilson & Berne, (1999, p.174) that CPD simply is a sort of “patchwork of opportunities - formal and informal, mandatory and voluntary, serendipitous and planned” (Yoon et al, 2007, p. 8).

The authors recall that the USA No Child Left Behind Act of 2001 made it imperative for teachers to enjoy adequate learning opportunities so they could provide high quality teaching as envisaged by the Act. According to them, the No Child Left Behind Act outlined five criteria for a CPD that leads to high quality teaching. These criteria are:

- i. It is sustained, intensive, and content-focused - to have a positive and lasting impact on classroom instruction and teacher performance.*
- ii. It is aligned with and directly related to state academic content standards, student achievement standards, and assessments.*
- iii. It improves and increases teachers' knowledge of the subjects they teach.*
- iv. It advances teachers' understanding of effective instructional strategies founded on scientifically based research.*
- v. It is regularly evaluated for effects on teacher effectiveness and student achievement.*

Several other authors (e.g. Vonk, 1993; Obanya, 2010; Wong, 2002 & Johnson, 2014) expressed optimism that CPD holds the key to unlocking teacher potentials but advocated new strategies and revaluation. In a Foreword to the book on “Fundamentals of teacher education development”, written by Obanya (2010), Julien Daboué, the Officer-in-Charge and Programme Co-ordinator, UNESCO International Institute for Capacity Building in Africa (IICBA) recalls UNSECO's belief that “Teachers are essential players in promoting quality education, whether in schools or in more flexible community-based programmes; they are advocates for, and catalysts of, change. No education reform is likely to succeed without the active participation and ownership of teachers”. Obanya (2010) stated that quality is a very important issue for teachers. He states that measures to improve teacher quality must answer the following fundamental questions: (a) What education does the modern world require? (b) What teaching can best promote this education? and (c) Who should undertake the teaching? Correct answers to these questions show that the modern world characterized by globalization, information and communication technology and knowledge economy requires a very complex and versatile system of education. The latest teaching strategies are required for such a world and those to teach must be individuals that are tested and proven to be versatile, creative and very knowledgeable in the context of the present day realities.

The various UNESCO resolutions adopted in 1966 and 1997 emphasize the need to keep teachers abreast of developments in the profession and around the world generally. The resolutions saw teachers as being key contributors to educational and

societal development and therefore strongly called for the adequate preparation of teachers. The resolutions call on the various countries to ensure adequate supply of teachers who must “possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills”. Other (selected) UNESCO (1997) assertions on teacher preparation are captured in the box below with the relevant section numbers as contained in the UNESCO resolution.

Box 4.3: UNESCO (1997) Recommendations concerning the status of teachers

19. The purpose of teacher preparation programme should be develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of the principles which underlie good human relations, within and across national boundaries, and a sense of responsibility to contribute both by teaching and by example to social, cultural, and economic progress.

20. Fundamentally, a teacher preparation programme should include: (a) general studies; (b) study of the main elements of philosophy, psychology, sociology as applied to education, the theory and history of education, and of comparative education, experimental pedagogy, school administration and methods of teaching the various subjects; (c) studies related to the student's intended field of teaching; (d) practice in teaching and in conducting extracurricular activities under the guidance of full qualified teachers.

31. Authorities and teachers should recognize the importance of in-service education designed to secure a systematic improvement of the quality and content of education and of teaching techniques.

32. Authorities, in consultation with teachers' organisations, should promote the establishment of a wide system of in-service education, available free to all teachers. Such system should provide a variety of arrangements and should involve the participation of teacher preparation institutions, scientific and cultural institutions, and teachers' organisations. Refresher courses should be provided, especially, for teachers returning to teaching after a break in service.

33(1) Courses and other appropriate facilities should be so designed as to enable teachers improve their qualifications to alter or enlarge the scope of their work or seek promotion and to keep up to date with their subject and field of education as regards both content and method.

33(2) Measures should be taken to make books and other materials available to teachers to improve their general education and professional qualifications.

34. Teachers should be given both the opportunities and the incentives to participate in courses and facilities and should take full advantage of them.

35. School authorities should make every endeavor to ensure that schools can apply relevant research findings both in the subjects of study and in teaching methods.

36. Authorities should encourage and, as far as possible, assist teachers to travel in their own countries and abroad eith in groups or individually, with a view to further their education.


37. It would be desirable that measures taken for the preparation and further education of teachers should be developed and supplemented by financial and technical co-operation on an international or regional basis.

Source: UNESCO (1997)

5. Methodology



Photo 6: Students of The Gambia Teachers College, Banjul. The successful completion of pre-service education does not mark the end of the quest for knowledge. It is rather the onset of a new era that urgently requires boosting knowledge and practice in real life situations. This calls for professional induction, mentoring, internship and such other exposures that help beginning teachers to get mature on the job and eventually able to practice as independent professionals.



The study utilized survey techniques, basically. A questionnaire containing eighteen (18) sets of questions was developed to gather data. The questionnaire was validated during the IFTRA World Conference held in Durban, South Africa, July 11-14, 2011. That Conference set up a committee with members from the different continents to validate the instrument and that was done. The measure ensured validity and reliability of the instrument. In particular, it ensured comprehensiveness of questions because the committee members and indeed participants in the Conference were able to see that the key issues they would like to know about teacher CPD in other jurisdictions were included. The validation also ensured that the language of the instrument is quite understandable by respondents from the Teaching Regulatory Authorities across the continents.

In preparation for the 2014 IFTRA World Conference of November 4-5, 2014 in Toronto, Canada, the questionnaire was in July 2014 emailed to all the Teaching Regulatory Authorities whose contacts were available to IFTRA. The email was then followed up. At the end of the period specified, fifteen (15) Teaching Regulatory Authorities which constituted the study duly completed and returned their questionnaires.

The analysis of data is done in the next section on Findings. However, the actual questionnaire duly completed by each of the fifteen Teaching Regulatory Authorities is attached to this Report as appendices 1-15. This is to enable readers see the unedited “raw data” from each jurisdiction. Importantly, the appendices contain the full information received while the analyses of findings in most cases are summaries and abridged versions. Therefore, stakeholders are advised to read the findings in conjunction with the appendices for full information and better appreciation of what really goes on in each jurisdiction.

6. Research Findings



Photo 7: The city of Perth, Australia. Developed and developing countries have their peculiar educational challenges. However, teaching as a profession has got basic universal challenges that confront all teachers irrespective of level of development. Such challenges are opportunities for collaboration, research and exchange of best practices among the teaching regulatory authorities.



Photo 8: An international class of teachers undergoing training in Educational Leadership in Israel. Leadership is “the often forgotten” foundation for excellence in the management of the class, school, educational district and other key factors that directly and seriously impact on educational quality and education service delivery.

This section summarizes the data obtained from fifteen Teaching Regulatory Authorities regarding teacher CPD in their various jurisdictions.

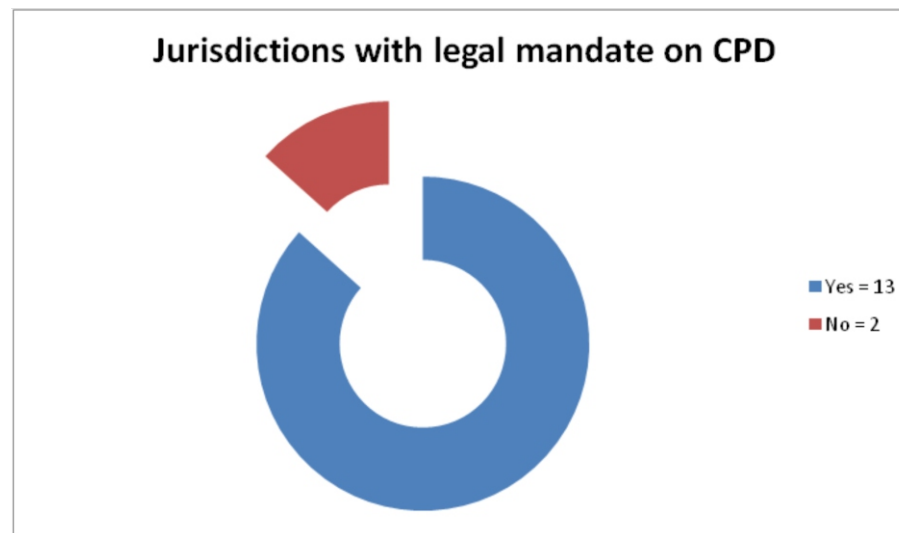
Table 6.1: The requirement and bases of CPD

SN	Teaching Regulatory Authorities	Does your organisation currently require teachers to undertake CPD?	If yes, on what is the requirement based . legislation, regulations or polic.	Did the law that established your body clearly provide for its involvement in CPD?
1	OCT	No mandatory CPD but encourages members' professional development.	----	No, there is no current requirement that College members undergo CPD.
2	GTCS	Yes	It is a contractual obligation for teachers, supported by the Public Service Reform (GTCS) Order 2011	Yes
3	GTCW	Yes	Legislation requires GTCW to maintain a code which includes CPD.	Yes
4	TCI	Not currently, but plans are on to make it mandatory in 2016/2017.	----	Yes
5	JTC	No formal requirement now. CPD is undertaken as a matter of routine and funded by public budget.	---	No (But legislation is in process.)
6	MCTP	Yes	Based on legislation and agreement between teachers unions and employers.	Yes
7	NZTC	Yes	Based on legislation but level or amount is not a nationally prescribed requirement.	Yes
8	QCT	Yes	Based on legislation – Education (QCT) Act 2005.	Yes
9	TRBSA	Yes	Based on the Australian Professional Standards for Teachers; and endorsement of the Ministerial Council for Education, Early Childhood Development and Youth Affairs.	No
10	SACE	Yes	Based on legislation (SACE Act); National Policy Framework on Teacher Education and Development, National Development Plan, etc.	Yes
11	TSCK	Yes	Based on legislation (TSCK Act 2012).	Yes
12	ESCU	Yes	Based on legislation (Constitution of Uganda)	Yes
13	NTCG	Yes	Based on Policy Framework	Yes
14	TRCN	Yes	Based on law (TRCN Act), National Policy on Education, etc.	Yes
15	VIT	Yes	Based on legislation ministerial agreement and	Yes

Fig. 6.1: Requirement for CPD



Fig 6.2: Legal basis for involvement in CPD



The table and figures above show that most of the jurisdictions required teachers to take CPD and most of the jurisdictions had clear statutory obligation for involvement in teacher CPD.

Table 6.2: Definition of Teacher CPD

SN	Teaching Regulatory Authority	How does your organisation define “teacher CPD”?
1	OCT	The College has not defined “teacher CPD”.
2	GTCS	<p>The Standard for Career-Long Professional Learning describes the advanced professional knowledge and pedagogical expertise that registered teachers will develop and maintain as they continue to progress in teaching and the education profession. The standard provides an opportunity for teachers to progress, enrich, develop and enhance their practice, expertise, knowledge, skills and professional values. It will support teachers as they develop as reflective, accomplished, and enquiring professionals who are able to engage with the complexities of teaching and learning, the changing contemporary world of their learners, and the world beyond the profession and its institutions, in order to enhance the learning experiences for all learners.</p> <p>Underpinning the Standard for Career-Long Professional Learning are the core principles of practitioner enquiry. In practice, this involves teachers having an enquiring disposition at the core of their professional practice. This means thinking critically and questioning their own educational beliefs, assumptions, values and practices. They will create knowledge to enhance, progress and lead the learning experiences of all their learners and work collaboratively with colleagues. The teacher as an adaptive expert is open to change and engages with new and emerging ideas about teaching and learning within the ever-evolving curricular and pedagogical contexts in which teaching and learning takes place...</p>
3	GTCW	“All formal and informal learning which enables teachers to improve their own practice”.
4	TCI	TCI have commenced the process of researching teacher CPD and consulting with all the parties involved in teacher CPD to define the framework and parameters of teacher CPD.
5	JTC	CPD is defined as in-service competency building for teachers.
6	MCTP	Nil
7	NZTC	It is the professional learning that a teacher does to impact upon their practice, to enhance the achievement of their learners.
8	QCT	<p>The QCT Framework embeds the following principles:</p> <ul style="list-style-type: none"> • <i>CPD involves critical reflection, development and strengthening of practice</i> • <i>CPD is flexible, relevant and integral to an individual teacher’s professional practice</i> • <i>CPD acknowledges the importance of teacher scholarship and professionalism.</i> <p>Key considerations for teachers undertaking CPD include appropriateness for the teacher’s role, alignment with the Australian Professional Standards for Teachers, achievement of identified development goals through a range of activities, and potential impact on practice and student learning outcomes.</p>
9	TRBSA	<p>The Board defines professional learning as the many planned and unplanned learning opportunities, processes and experiences in which teachers engage both within their work time and their own time to continually build their capacities as professionals.</p> <p>For the purposes of registration it is learning in which all registered teachers engage to further their professional growth. Professional learning claimed for registration purposes must be over and above the normal expectations of a teacher’s role and responsibilities (including preparation, planning, programming, assessment and recording) and must be referenced to the Australian Professional Standards for Teachers.</p>

10	SACE	<p>We base our teacher CPD on Bubb and Early (2005) – “an on-going process encompassing all formal and informal learning experiences that enable all staff in schools, individually and with others, to think about what they are doing, enhance their knowledge and skills and improve ways of working so that pupil learning and wellbeing are enhanced as a result. It should achieve a balance between individual, group, school, and national needs; encourage a commitment to professional and personal growth, and increase resilience, self-confidence, job satisfaction and enthusiasm for working with children and colleagues”</p> <p>In the light of this we see teacher CPD as Professional knowledge, skills and values enhancing the quality of teaching and learning in the classroom, Achieving individual, school and national need, Creating opportunities for adult learning (professional education, training, learning and support activities*) Leading and managing people’s development (make CPD work), means: • Providing structures and procedures to coordinate development opportunities, and help staff develop and improve their workplace performance.</p>
11	TSCC	Continuous Training of teachers while in service. Teachers are expected to undertake Teacher Professional Development and issued with a renewable Teaching Certificate at a period determined by the Commission from time to time.
12	ESCU	CPD is professional growth of a teacher in active service both vertically and horizontally.
13	NTCG	The quality of education that teachers need and the systematic support for their professional growth and development to reap the full potential of teachers in their contribution to quality education.
14	TRCN	A life-long qualitative enhancement in the knowledge, skills and behaviour of teachers after initial education.
15	VIT	Professional development for registration and renewal purposes can be in many forms and contexts, provided it can be referenced to the Australian Professional Standards for Teachers (APST) and it constitutes new learning.

This table shows that the definition of teacher CPD by the jurisdictions varied. However, teacher CPD basically is seen by all the regulatory authorities as on-going learning and improvement in overall capacities of teachers for high quality delivery of educational aims and goals.

Table 6.3: Scope of CPD

SN	Teaching Regulatory Authority	What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.
1	OCT	Not applicable
2	GTCS	<p>All teachers will engage in Career-Long Professional Learning (C-LPL) which in Scotland, as noted above is an annual minimum 35 hour contractual obligation for all teachers. For those teachers in classrooms it will relate either to the Standard for Full Registration or, on a voluntary basis, the Standard for Career-Long Professional Learning which looks in particular at accomplished teaching.</p> <p>For teachers who choose to follow a Leadership and Management career pathway the expectation is that, as well as whatever general C-LPL they engage in, much of their professional learning will relate to the Standards for Leadership and Management, focusing on Middle Leadership for Principal Teachers and Depute Heads and Headship for those either aspiring to or already in Head Teacher posts.</p> <p>Underpinning all of this ongoing teacher education there is a national consensus that there is a need to provide opportunities to address the C-LPL needs of individual teachers as well as looking at school and national priorities. So, while of course there will be commonalities of learning for all teachers there must also be enough flexibility in the system to meet individual needs and aspirations. A one-size fits all approach to C-LPL will simply not deliver the priorities of teacher education.</p> <p>Forms of C-LPL Fitting in with the necessity to have flexibility and racticingzation in the provision of professional learning, GTC Scotland would further argue that teacher education should encompass different forms of C-LPL.</p> <p>There must be opportunities for teachers to be involved in personal approaches to their own development through taking forward training, learning or scholarship on an individual basis.</p> <p>A list of examples of possible approaches to professional learning will be found on the GTC Scotland website at: http://www.gtcs.org.uk/professional-update/professional-learning.aspx. It contains such suggestions as:</p> <p style="padding-left: 40px;"><i>Work shadowing</i> <i>Co-operative or team teaching</i> <i>Leading or participating in a working or task group</i> <i>Planning learning which is inter-disciplinary or cross-sector</i> <i>Participation in activities relating to assessment and moderation</i></p> <p>Over recent years Scotland has been increasingly supportive of teachers being involved in Masters level learning. GTC Scotland agrees that teacher education at this level, both within ITE and C-LPL, is beneficial to the individual teacher, their classes and schools, and also to education at the system level. The Council therefore hosts on its website, on behalf of the Scottish Government and the Scottish universities involved in teacher education, the Scottish Framework for Masters in Education...</p>
3	GTCW	<p>Teacher CPD includes:</p> <p>Initial Teacher training: mainly either a 1-year postgraduate course or a 3-year undergraduate course both leading to qualified teacher status; Courses for newly qualified teachers: induction support programmes of mentoring and in-school support, the Masters in Educational Practice (see Q 8); School-based programmes for serving teachers: ongoing support for teachers within and between schools; Leadership programmes: offered by private providers and organisations, local authorities; the national Headship Qualification (see Q 11); Individual CPD: self-study or courses funded by individual teachers.</p>

5	TCI	Not developed as of yet
6	MCTP	Not applicable
7	NZTC	<p>It may consist of a combination of the following:</p> <ul style="list-style-type: none"> • <i>Conference attendance</i> • <i>One or several day professional courses</i> • <i>Academic study</i> • <i>Reading academic papers</i> • <i>Attending guest lectures/ presentations</i> • <i>Seminars on new pedagogical approaches or national assessment approaches</i> • <i>workshops on new pedagogical approaches or national assessment approaches</i> • <i>On line webinars</i> • <i>Professional mentoring</i>
8	QCT	<p>The following is an indicative list of what may be regarded as CPD (CPD Framework p.7)</p> <ul style="list-style-type: none"> • <i>Development resulting from active contribution to education system initiatives, pilots, trials and projects</i> • <i>Courses, workshops (including school-based), conferences, vacation schools or online courses relevant to teaching context</i> • <i>Syllabus, curriculum and assessment professional development conducted by QSA or employer</i> • <i>Training for and development from participation in national and state test marking, QSA and school-based teacher consistency of judgment procedures</i> • <i>Preparation for and development resulting from formal presentations to colleagues on classroom practices, research findings or contemporary issues in education</i> • <i>Leading school-based curriculum and/or policy development</i> • <i>Preparation for and development through providing collegial professional support for preservice or beginning teachers as part of supervising/mentoring role</i> • <i>Educational research/action research projects</i> • <i>Active involvement in approved overseas teacher exchange, encompassing pre-preparation, on-site professional development and subsequent reporting</i> • <i>Professional reading linked to activities such as research, preparation of articles, presentations to colleagues and professional practice</i> • <i>Formal study leading to a qualification in education or field related to teaching area.</i>
9	TRBSA	<p>The Board respects a teacher's decisions to choose from a broad range of professional learning opportunities that support their individual plans for professional growth, meet the needs of the profession or equip them to support the learning of children and students now or in the future. The approach taken by the Board is intended to provide sufficient flexibility to be inclusive of the range of employment and geographic contexts of teachers holding (full) Registration or Provisional Registration in South Australia. The Board understands that employing authorities may require a teacher to complete specific types of professional learning. Such professional learning will be racticing for registration purposes as long as it is referenced by the teacher to the Australian Professional Standards for Teachers.</p>

10	SACE	<p>Teachers engage in three kinds of SACE Endorsed Professional Development (PD) activities/programmes:</p> <ul style="list-style-type: none"> • <i>Teacher initiated activities (Personal Development – mentoring/coaching, action research, reading, attending workshops, listening attending conferences, participating in subject committee and/or Professional Learning Communities)</i> • <i>School initiated activities (School – Based professional development)</i> • <i>Externally initiated (offered largely by the SACE approved providers – short courses, skills programmes, full qualifications, workshops)</i> • Teachers have to earn their Professional Development Points from each of the three types of Professional Development Activities. In this way the CPTD Management System will encourage and racticin: • <i>what educators do on their own to develop themselves and improve learning,</i> • <i>what educators do as part of the school collective to develop themselves and improve teaching, learning, assessment and service to the community and</i> <p><i>what educators do to develop themselves and improve teaching, learning, assessment and service to the community by taking advantage of good quality services provided by employers, unions, professional associations, HEIs and others.</i></p>
11	TSCK	<p><i>Leadership and Management in Education, Financial Management in Educational Institutions, Guidance and Counselling in Educational Institutions, Assessment and Evaluation, ICT Integration in Education, and Enhancement of Pedagogical Skills.</i></p>
12	ESCU	<ul style="list-style-type: none"> • <i>Upgrading to improve qualifications,</i> • <i>Refresher courses to broaden and improve on performance in specific areas.</i> • <i>Planned induction courses.</i> <p><i>Workshops and seminars.</i></p>
13	NTCG	<p>Depending of the categories of teachers and years of experiences, these among others are the relevant CPDs:</p> <p>Induction training (Mandatory) for beginning teacher, School and cluster based in-service training programme (mandatory), Orientation for new teachers by heads of schools and departments, Basic management training, Guidance and counseling training, School leadership and management training, Legal regulatory framework ICT training Subject contents (curriculum issues), etc.</p>
14	TRCN	<p>All subject matters normally covered under initial teacher education programme plus emerging themes.</p>

15	VIT	<p>All fully registered teachers are required to engage in standards referenced professional development activities that update knowledge about pedagogy, content and/or practice. There is no list of recommended professional development activities as the teaching context and stage of development of every teacher will be different. Teachers should ask themselves the question, “What does this activity contribute to my professional knowledge and how will I apply that knowledge to my practice to support the learning of my students?”</p> <p>The following could be regarded as PD:</p> <ul style="list-style-type: none"> · Mentoring Collegial visits Meetings Professional discussions; · Reading: Journals Research digests Books Discussion papers Reports; · Researching organisation websites eg. DEECD, CEO, ISV, VCAA, ACARA, AITSL, VIT; · Seminars Conferences Workshops Webinars Wikis; · Resource Research eg. Professional associations Education organisations Scootle Improve; and <p>Short courses Multi session PD Postgraduate study VET Cert I-IV Research participation.</p>
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This table indicates that teacher CPD has a very wide scope, ranging from the informal and inter-personal activities like peer/group work and mentoring to the formal ones such as conferences, workshops and programmes that lead to certificate, diploma or degree qualifications.

Table 6.4: How CPD is determined

SN	Teaching Regulatory Authority	How does your organisation determine what is accepted as CPD?
1	OCT	Not applicable
2	GTCS	<p>It is a contractual obligation for all teachers in Scotland. For those teachers in classrooms it will relate either to the Standard for Full Registration or, on a voluntary basis, the Standard for Career-Long Professional Learning which looks in particular at accomplished teaching.</p> <p>For teachers who choose to follow a Leadership and Management career pathway the expectation is that, as well as whatever general C-LPL they engage in, much of their professional learning will relate to the Standards for Leadership and Management, focusing on Middle Leadership for Principal Teachers and Depute Heads and Headship for those either aspiring to or already in Head Teacher posts...</p>
3	GTCW	GTCW has no role in determining what is accepted as CPD.
4	TCI	Not developed as of yet.
5	JTC	The CPD needs are determined by examinations outcomes, school inspection and school supervision. The organization is guided by requirements for accreditation.
6	MCTP	CPD does not fall within the Council for the Teaching Profession's remit in Malta.
7	NZTC	We do not formally monitor teachers CPD. This is presented to their in school appraiser as part of the school's appraisal system. (Appraisal is a part of a performance management system).
8	QCT	The QCT determines what is accepted as CPD by referring to the CPD Framework, in particular, if the CPD leads to professional growth and achievement of learning goals, is relevant to a teacher's individual professional development plan, aligned to the standards and the three identified areas (employer directed and supported, school supported, and teacher identified CPD).
9	TRBSA	<p>Professional learning may include any of the examples outlined below and/or other examples identified by a teacher and referenced to the standards. The list of examples below is provided as a guide to clarify some of the types of professional learning that would meet the registration requirement however the list should not be regarded as exhaustive.</p> <ul style="list-style-type: none"> • <i>Teaching and learning research or research of broader education issues</i> • <i>Structured networking centred on education issues via working parties, committees, reference groups, advisory groups and other formal networks</i> • <i>Online learning/ pod cast/e-learning, Intranet – based or multimedia learning etc</i> • <i>Formal and informal training and mandated training e.g. MNT(Education and Care)</i> • <i>Conferences, workshops, seminars</i> • <i>Mentoring and coaching or being mentored e.g. pre-service teacher education students, registered teachers who are new to a role etc.</i> • <i>Action research or action learning</i> • <i>Working with the community to improve public understanding of educational topics or issues</i> • <i>Post-graduate study or other further study, education sabbaticals etc</i> • <i>Facilitation or delivery of professional learning opportunities</i> • <i>Involvement in site-based professional learning e.g. student free days, school development days, PL workshops during staff meeting times etc.</i> • <i>Active participation in professional learning opportunities offered by or as a member of education unions</i> • <i>Active participation in professional learning opportunities offered by or as a member of professional associations</i> • <i>Formal and informal curriculum professional learning e.g. ESL, ICT, Child Protection etc</i> • <i>Organisational professional learning via local, national or international communities of practice</i> • <i>Fellowships and scholarships</i> • <i>Professional learning required by employers</i> • <i>Professional reading/listening/viewing.</i>

10	SACE	Through an evaluation process. All submitted programmes are evaluated against a fitness of purpose and fitness for purpose criteria. In addition, SACE has a schedule of what counts as a school-based and personal professional development for teachers.
11	TSCK	By Continuously undertaking Needs Assessment.
12	ESCU	In depth analysis of contents of teaching subjects. Teachers must be trained from higher institutions of learning.
13	NTCG	Based on the career level and the competency needed to acquire before licensing.
14	TRCN	There is a requirement for all CPD service providers in the country to send programme content and other relevant details to TRCN. TRCN in turn, ensures that the programme content comply with stipulated scope of CPD and other national standards.
15	VIT	Professional development for registration and renewal purposes can be in many forms and contexts, provided it can be referenced to the Australian Professional Standards for Teachers (APST) and it constitutes new learning.

Table 6.5: Organisations that take part in setting CPD Standards

SN	Teaching Regulatory Authority	Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?	If yes, describe the type of organisations and describe briefly their role in setting CPD standards.
1	OCT	<p>Prior to the establishment of the College in 1996, the provincial Ministry of Education was responsible for many of the activities the College now performs. These roles were transferred to the College through the Ontario College of Teachers Act.</p> <p>Other Ontario professional self-regulators have mandatory CPD requirements in place for their respective memberships. See, for example, the College of Physicians and Surgeons of Ontario [which regulates physicians in Ontario] and the College of Early Childhood Educators of Ontario [which regulates ECEs].</p>	<p>See left column and the following websites:</p> <p>CPSO –http://www.cpsso.on.ca/uploadedFiles/members/resources/CPD-QA-2.pdf</p> <p>CECE –http://www.college-ece.ca/en/Members/Pages/CPL-Program.aspx</p>
2	GTC S	<p>GTC Scotland sets the Standards but does so following extensive consultation with stakeholders. On the last occasion they were revised a Steering Group with a wide range of stakeholders, including parents and students, was set up and three writing groups formed. Face-to-face consultation meetings were held in four Scottish cities and online responses also sought. Social media (such as Twitter) were used and synchronous online consultation meetings through Glow TV were held to encourage engagement from remote parts of Scotland.</p> <p>Drafts of the revised Standards were presented to a working group of GTC Scotland's Education Committee and eventually final drafts were presented to the full GTC Scotland Council for approval.</p>	See left column.
3	GTCW	<p>No. But, the Welsh Government sets the professional tandards for:</p> <ul style="list-style-type: none"> • <i>Qualified Teacher Status (the initial teaching qualification)</i> • <i>Practising Teacher Standards (the standard expected after 1 year of teaching)</i> • <i>Leadership Standards (the standards used, amongst other things, to determine the qualification for head teachers)</i> <p>Although there are no standards for CPD, the above professional standards shape what is offered as CPD e.g. providers of initial teacher training will devise their courses around the Qualified Teacher Status standards; the Practising Teacher Standards shape the CPD programme provided in schools for those in their first year of teaching.</p>	See left column.

4	TCI	Yes. The Government's Department of Education would play a particular role in identifying national focus areas for CPD.	Department of Education has overall responsibility for education in Ireland. It is also the main funder of education in Ireland. The Department will identify key national focus areas, e.g., literacy and numeracy, for CPD.
5	JTC	No	Not applicable
6	MCTP	In Malta it is the employers' competence to organize CPD. The Council for the Teaching Profession is just an advisory body in this regards.	The Directorate for Quality and Standards in Education organizes CPD for state school teachers. Non-state schools organize CPD to their teachers.
7	NZTC	No	Not applicable
8	QCT	All teachers with full registration must meet the minimum requirement of 20 hours of CPD each year. Employers may have additional requirements, especially in relation to CPD specified in performance development frameworks.	Queensland teacher employers include <ul style="list-style-type: none"> • <i>Department of Education Training and Employment</i> • <i>Independent Schools QLD</i> • <i>Catholic Education Commission and a wealth of smaller organisations and individual schools.</i> • <i>The QCT does not have access to information regarding how these employers set CPD standards.</i>
9	TRBSA	Employers may have professional learning requirements eg Public school teachers are required to complete 37.5 hours of CPD per annum if employed full time	See left column
10	SACE	No	Not applicable
11	TSCK	Yes	<ul style="list-style-type: none"> • <i>Kenya Institute of Curriculum Development .</i> • <i>Teacher Training Institutions (Faculties of Education).</i> • <i>Ministry of Education.</i>
12	ESCU	No	Not applicable
13	NTCG	Yes	The universities and other Diploma awarding institutions for example colleges of education have courses one needs to take in order to be awarded a degree/certificate in Education. This is a prerequisite for any teacher who needs a license.

14	TRCN	Yes, but the law makes TRCN the apex body for determining standards for the teaching profession. Therefore, where CPD standards by other organisations are in conflict with standards set by TRCN, the standards set by these other organization normally becomes null and void.	<ul style="list-style-type: none"> • <i>National Teachers Institute (NTI)</i> • <i>Universal Basic Education Commission (UBEC)</i> • <i>State Governments (as employers of teachers), etc.</i> <p>The NTI is a key national agency mandated by law to train and retrain teachers; The UBEC is a major national agency used to fund basic education and it gives financial grants and standards to States for training and retraining of teachers; and The State Governments are key employers of teachers in their respective states and finance the CPD of teachers and as such often stipulate standards for the CPD of their teachers.</p>
15	VIT	Yes	The major employer groups set requirements for CPD as part of the industrial agreements. These vary across different school sectors and in some cases from school to school.

This table gives further details about roles played by specific stakeholders in the teacher CPD process.

Table 6.6: Role of regulators in CPD

SN	Teaching Regulatory Authority	What is the role of your organisation in providing teacher CPD?
1	OCT	Not applicable
2	GTCS	None
3	GTCW	We do not provide CPD.
4	TCI	None currently. In the future, it will set overall standards and a national framework.
5	JTC	Identifying training needs and preparing national training plans, mobilizing resources and partnerships and evaluate the outcomes of training. The organization maintains a database of trainers and trainees and provides training for trainers of trainers.
6	MCTP	The Council for the Teaching Profession in Malta does not provide CPD to teachers as it is not within its remit
7	NZTC	We provide CPD for teachers around our national framework for teacher standards and how to meet these through the teacher's appraisal.
8	QCT	<p>The QCT provides a limited amount of CPD each year, primarily related to the roles and functions of the QCT; and registration and CPD requirements. The CPD is provided through annual face-to-face information workshops throughout Queensland. The QCT also provides web conferences on the same topics but tailored to specific audiences, for example, provisionally registered teachers, supply teachers, principals/administrators.</p> <p>Teachers are also able to access information on the QCT website about CPD offered by stakeholders –http://www.qct.edu.au/Renewal/CPDResources.html</p>
9	TRBSA	The TRB provides limited CPD in the form of presentations/workshops designed to assist teachers in understanding registration requirements. The organization also sponsors a small number of teachers to attend conferences each year.
10	SACE	<p>“SACE is not a provider of CPD”. The CPTD Management System will not provide professional development activities to teachers. It will help SACE to work with teachers and providers to improve the provisioning and uptake of professional development activities/programmes and manage that.</p> <p>In this way the CPTD System will facilitate all useful teacher development activities</p> <ul style="list-style-type: none"> • By approving quality and credible professional development providers • By endorsing relevant and good professional development quality activities and programmes • By allocating professional development (PD) points to such activities • By crediting each teacher's CPTD account / record with the PD points they have earned

11	TSCK	Regulation and Certification.
12	ESCU	The commission establishes standards for recruitment, training and professional growth.
13	NTCG	The NTCG is responsible for setting the professional standards and code of practice for professional development, registration and licensing of teachers.
14	TRCN	TRCN is the apex regulatory agency for the teaching profession in Nigeria and covers teachers at all levels of the education system – from pre-primary to the university levels; it also covers teachers in both public and private educational institutions. TRCN sets standards for CPD and also organizes CPD programmes for teachers mostly workshops, seminars and conferences. It offers its CPD programmes free of charge to teachers
15	VIT	The Institute conducts training for teachers who are mentors of beginning teachers. This is recognized for CPD purposes. All other CPD is provided by the school or undertaken by the individual.

This table gives more details about roles played by professional regulatory agencies in the teacher CPD process.

Table 6.7: Provision of CPD

SN	Teaching Regulatory Authority	Do other organisations, such as employers and private organisations, provide teacher CPD?
1	OCT	Yes – CPD activities may be provided by teachers' employers, as well as teacher federations or professional associations.
2	GTCS	Yes
3	GTCW	Yes. Providers of CPD are: <ul style="list-style-type: none"> • <i>schools</i> • <i>universities</i> • <i>local authorities and consortia of local authorities</i> • <i>private providers</i>
4	TCI	Yes. CPD is provided by State funded organizations, teacher unions and other bodies.
5	JTC	Yes.
6	MCTP	In Malta CPD on a compulsory basis is provided by the employer i.e. by the schools or by the Directorate for Quality and Standards in Education in the case of teachers teaching in state schools. Other organisations such as the University of Malta provide CPD to teachers on a voluntary basis.
7	NZTC	The Ministry of Education contracts external and private CLD providers to supply CLD for teachers.
8	QCT	Yes – teachers are able to access CPD (online and face-to-face) from a range of providers, including employers, in Queensland, nationally and internationally.

9	TRBSA	<p>The Australian Institute for Teaching and School Leadership (AITSL) provides a range of resources for professional learning. (see http://www.aitsl.edu.au/professional-learning/professional-learning.html; Australian Charter for the Professional Learning of Teachers and School Leaders)</p> <p>A teacher may wish to contact the organisations listed below in relation to professional learning.</p> <p>Employers:</p> <ul style="list-style-type: none"> · Department of Education and Child Development – http://www.decd.sa.gov.au/portal/staffinfo.asp (and type in a search for professional learning) · Catholic Education – http://www.cesa.catholic.edu.au/ · Association of Independent Schools of South Australia – www.ais.sa.edu.au · <p>Professional Association Programs:</p> <ul style="list-style-type: none"> · The Council of Education Associations of South Australia (CEASA) · A list of CEASA Professional Associations may be accessed on the CEASA website – http://www.ceasa.asn.au/associations/member-associations/ · <p>Unions:</p> <ul style="list-style-type: none"> · Australian Education Union – www.aeusa.asn.au · Independent Education Union of South Australia – www.ieusa.org.au · <p>Teacher Education Providers:</p> <ul style="list-style-type: none"> · Adelaide University – www.adelaide.edu.au · Flinders University – www.flinders.edu.au · University of South Australia – www.unisa.edu.au · Tabor Adelaide – www.taboradelaide.edu.au
10	SACE	<p>Yes. SACE approves the following teacher CPD providers:</p> <ul style="list-style-type: none"> • 9 x Provincial Education Departments (Biggest Public employer) • Other government departments providing professional development to teachers (e.g. department of health / safety and security etc) • 5 x Teacher Unions • Private Providers • Professional Associations • Higher Education Institutions (universities, universities of technology and others) • NGOs • Schools • Independent School Associations (Employer for teachers in private schools) • Others

11	TSCK	Yes
12	ESCU	No
13	NTCG	Yes
14	TRCN	Yes, including international development partners.
15	VIT	Yes, There is a huge range of PD providers across the state and country. This includes employers, private providers, subject associations, universities and cultural organisations .

From the table above, other organisations like the employers and private organisations also provide teacher CPD. The only exception is Uganda which answered “no” to the question. This supposes that the Government takes charge of the CPD of teachers and this is covered by public budget.

Table 6.8: Monitoring of quality

SN	Teaching Regulatory Authority	How is the quality of CPD provided by employers or private organisations assessed or monitored?
1	OCT	Individual providers determine how quality of CPD activities is to be assessed and monitored. The College has no role in the assessment or monitoring of third party CPD activities.
2	GTCS	Programmes leading to the Standards are accredited by the GTCS as are programmes which lead to the award of Professional Recognition. Other, more general C-LPL will be evaluated by those involved in the learning but there is no formal, national evaluation system.
3	GTCW	The inspectorate carries out this function through their inspection of individual schools and through national surveys of particular aspects of education. There is, as yet, no Code of Practice for CPD providers.
4	TCI	CPD provided by employers or State funded bodies is evaluated and monitored.
5	JTC	A frame work for quality assessment is being prepared
6	MCTP	A training unit within the Directorate for Quality and Standards in Education is responsible for the CPD organized in house by its schools. There is no monitoring of CPD racticin in Non State Schools.
7	NZTC	They have contract targets to be met. Evaluation of the product by the attendees is a part of that.
8	QCT	The quality of CPD provided by employers or private organisations in not assessed or monitored by the QCT.
9	TRBSA	Quality of CPD is not assessed or monitored by the TRBSA.

10	SACE	<p>Firstly:</p> <ul style="list-style-type: none"> • <i>Providers must be SACE approved</i> • <i>to offer SACE endorsed activities</i> • <i>for which participating teachers get PD points</i> <p>These are three separate operations</p> <p>Secondly:</p> <ul style="list-style-type: none"> • <i>Approval is a decision by SACE that a provider meets its criteria and is fit to offer quality PD activities</i> • <i>All providers must apply for SACE approval when they submit activities for endorsement</i> • <i>Only “SACE Approved Providers” may provide SACE endorsed PD activities</i> <p>The approval criteria:</p> <ul style="list-style-type: none"> • <i>Purpose Statement</i> • <i>Financial Viability</i> • <i>Tax Clearance Certificate</i> • <i>Physical Resources</i> • <i>Facilities for Programme Delivery</i> • <i>Staff expertise, qualifications and skills</i> • <i>Track Record / Evaluation / References</i> <p>The provider approval status means the provider:</p> <ul style="list-style-type: none"> • <i>has met SACE's criteria for approval of providers</i> • <i>has signed up to SACE's Code of Practice for providers</i> • <i>is fit to offer professional development activities endorsed by SACE</i> <p>Thirdly:</p> <p>SACE requires of approved providers to submit various professional development programmes and activities for endorsement purposes. Endorsement is a term introduced by the NPFTED alongside the introduction of the CPTD system. It includes a process of examining the quality of an activity with respect to how it contributes to the professional development of the teacher. This process also involves a process of evaluating professional development programmes/activities against a set of criteria and coming up with a recommendation to the endorsement sub-committee. SACE's Endorsement Sub-committee will certify that the activity meets each of the SACE criteria at a satisfactory level and endorse the proposed activity for a maximum of three years. The SACE Approved Provider may offer the endorsed activity for a maximum of three years</p> <p>SACE has 54 evaluators responsible for the evaluation of providers and professional development programmes.</p> <p>Endorsement Criteria:</p> <ul style="list-style-type: none"> • <i>Fitness of Purpose</i> • <i>Fitness for Purpose</i> <p>We are also moving towards a principle that says: “Only SACE-endorsed activities offered by SACE approved providers should be funded by employers”.</p>
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11	TSCK	The Commission monitors both Private and Public Educational Institutions.
12	ESCU	Not applicable
13	NTCG	Most of such organisations/institutions are affiliated to public institutions which have been given accreditation by the National Accreditation Board. These public institutions assess and monitor the teacher CPD courses which are taught by these private institutions.
14	TRCN	The quality is assessed by TRCN against the pre-determined CPD scope, duration of the training, quality of training experts, instructional materials and environment and other criteria. Based on these criteria, credits are assigned to each CPD programme and teachers are required to get a minimum of 68 CPD credits in three years.
15	VIT	It is not assessed or monitored. It is up to the individual teachers to assess and link to the Teacher Standards.

This table indicates that the monitoring of teacher CPD takes various forms. This is based on the fact that several stakeholders are involved in determining teacher CPD, according to the laws of the jurisdictions.

Table 6.9: Financial support to teacher for CPD

SN	Teaching Regulatory Authority	Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?
1	OCT	Generally, teachers who take Aqs accredited by the College pay for these courses directly. In other cases, however, employers may sponsor professional development opportunities to enable their employees' participation.
2	GTCS	<p>Local Authorities and schools have budgets to fund C-LPL but money is currently tight and hence there may be a preference for learning which does not involve the expense of teachers following particular programmes.</p> <p>The Scottish Government has recently being funding various Masters level opportunities for teachers which has been a welcoming development.</p> <p>While there is no requirement for teachers to fund their own learning, many do seeing it as a professional activity which benefits them as well as their pupils and schools.</p>
3	GTCW	<p>Only newly qualified teachers have financial support for their early professional development. All eligible new teachers are allocated a mentor to support them in their first year, funded by the government. They may also choose to follow the 'Masters in Educational Practice' also a fully funded government scheme. This provides 3 years of funding for CPD for each new eligible teacher.</p> <p>After the above provision, individual schools commit their own resources to the development of their staff.</p> <p>Some individual teachers may also choose to spend their own money on further CPD and qualifications.</p>
4	TCI	Employer/State funded CPD is undertaken during working hours free of charge with some out-of-school hours also available. CPD undertaken with selected other bodies is paid for by the teacher but they receive additional holidays in lieu.
5	JTC	Training is subsidized heavily (about 90%).
6	MCTP	<p>In Malta CPD for teachers is free of charge and is provided by the employer.</p> <p>Schools have money from the Ministry of Education to support teacher's CPD. It is adequate enough to ensure that every teacher employed in the schooling system generally gets some CPD annually. (Early childhood teachers are not all part of a publically funded system).</p>
7	NZTC	Schools have money from the Ministry of Education to support teacher's CPD. It is adequate enough to ensure that every teacher employed in the schooling system generally gets some CPD annually. (Early childhood teachers are not all part of a publically funded system).

8	QCT	Teacher employers usually have an overall CPD budget for staff and they decide how the budget is allocated. It is up to employers to determine whether individuals are supported financially.
9	TRBSA	The TRB sponsors a small number of teachers to attend conferences each year. Teachers can choose from a range of CPD activities that are low cost and no cost. Teachers who wish to participate in other CPD do so through their own means or apply through an employer.
10	SACE	<ul style="list-style-type: none"> • <i>Some are funded through earmarked teacher development funding – Department of Basic education / 9 x Provincial Education Departments / Independent Schools Employers</i> • <i>Some are funded through the skills development funds as per the requirements of the Skills Development Act and Skills Development Levies Act</i> • <i>Others fund themselves.</i>
11	TSCK	The teachers and the Commission contribute to CPD.
12	ESCU	No. A few are funded but majority of teachers sponsor themselves.
13	NTCG	Teachers are supported financially by the Ministry of Education.
14	TRCN	Teachers are financially supported to take part in CPD. TRCN CPD is typically free of charge for teachers. Other CPD providers like the National Teachers Institute, UBEC and many State Governments are also largely free. However, most of the teachers are do not frequently receive CPD due to financial constraints since the CPDs are mostly free of charge for teachers. Some teachers also get training that they pay for but only very few teachers are able to do this.
15	VIT	Generally it is the responsibility of the teacher to fund. Many employers provide a large amount of PD for their staff.

This table shows that teachers receive support for CPD from various sources. But it does seem that the support from employers and self-sponsorship are the two most important sources of funds for teacher CPD.

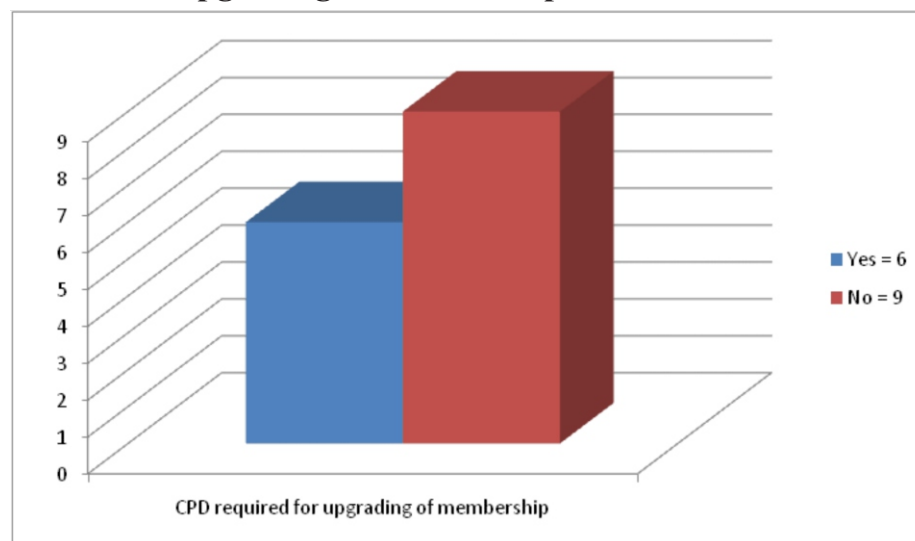
Table 6.10: CPD as a requirement for upgrading and renewal of membership

SN	Teaching Regulatory Authority	Is CPD a requirement for upgrading membership class or registration category of a teacher?	Is CPD a requirement for annual or periodic renewal of membership/registration?
1	OCT	No	No
2	GTCS	No	Yes
3	GTCW		Yes. In 2012, GTCW introduced a 'Returning to Teaching' requirement for qualified teachers who had not practiced for 5 years and who wished to re-register. Such teachers are now required to undertake 10 days of professional updating before they can be registered. Any combination of supervised teaching, formal study or self-directed study (so long as self-directed study is not more than 5 days of the total) is acceptable. The updating is the responsibility of the individual who wishes to return to teaching. All teachers have a general responsibility under the GTCW Code of Professional Conduct and Practice to “keep their professional knowledge and skills up to date throughout their career”
4	TCI	Not currently. May be taken into consideration if a teacher is seeking promotion at work.	Not applicable
5	JTC	Not at the moment but will be after the legislation is passed.	Not at the moment but will be after the legislation is passed.
6	MCTP	No	No
7	NZTC	No	It is a part of the appraisal system.
8	QCT	Provisionally registered teachers must do some CPD (amount not specified) in order to demonstrate Standard 6 when they apply to move to full registration. Teachers with full registration must meet the annual CPD requirement as part of their ongoing teacher registration.	Yes – fully registered teachers have an annual CPD requirement of 20 hours. They must declare that they have met this requirement when they renew their registration every five years. Approximately 10% of teachers up for renewal each year are selected for a CPD audit. Provisionally registered teachers must do some CPD (amount not specified) in order to demonstrate Standard 6 when they apply to move to full registration.
9	TRBSA	Engaging in professional learning is one of the 7 Standards which need to be met in order to change the status of registration from Provisional Registration to (full) Registration.	Yes. Teachers are required to complete 60 hours of professional learning in order to renew their registration every 3 years.

10	SACE	No	No
11	TSCK	Yes for registration and promotion.	Yes
12	ESCU	Yes, if CPD has resulted in attainment of higher qualifications	No
13	NTCG	Yes	Yes
14	TRCN	No	Yes, 68 CPD credits is a condition for renewal of a teacher's practicing license every three years. But this policy made by TRCN has not been implemented yet.
15	VIT	Yes, CPD is a component of the evidence based process to gain full registration.	Yes

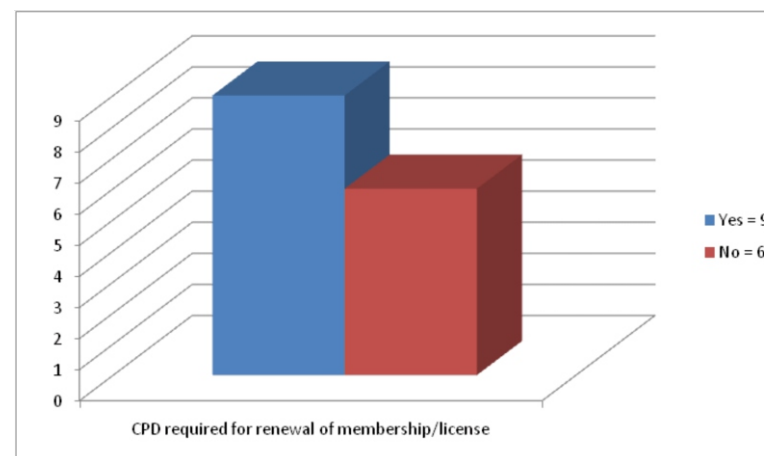
This table indicates that opinions or practices are divided among the jurisdictions about whether or not CPD should be a mandatory basis for professional membership matters such as upgrading or renewal of license or membership.

Fig. 6.3: CPD requirement for upgrading of membership



This figure shows that six of the fifteen jurisdictions required CPD for upgrading of membership while nine did not.

Fig. 6.4: CPD requirement for renewal of membership or license



This figure indicates that nine of the jurisdictions required CPD for renewal of membership or license while six did not.

Table 6.11: CPD as a requirement for leadership position

SN	Teaching Regulatory Authority	Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?
1	OCT	The College certifies teachers, but does not employ them. Conditions of employment are outside the College's mandate.
2	GTCS	<p>Currently the only post with such a requirement is that of Head Teacher where applicants have to confirm that they have met the Standard for Headship. This can be demonstrated in two different ways: achieving the Scottish Qualification for Headship (SQH), which is an academic award delivered by a number of Scottish universities, or the Flexible Route to Headship (FRH), a programme delivered by Education Scotland. Both programmes lead to the award of the Standard for Headship. However, this is not currently a mandatory requirement to be appointed as a Head Teacher. : an applicant can be appointed to the post of Head Teacher if the employer is satisfied that they meet the Standard for Headship.</p> <p>The Scottish College for Educational Leadership (SCEL) http://www.scelscotland.org.uk/ has been established to drive forward leadership development in Scotland. A recent review was carried out looking at the current routes to headship, and a strategic group has been established to make recommendations about potential new routes to headship qualifications.</p>
3	GTCW	<p>Yes.</p> <p>In order for a person to be appointed to a headteacher post, they must have the 'National Professional Qualification for Headship' (NPQH). Award of this qualification used to be after an assessment following a specific course comprising leadership theory and practical experience. The NPQH is now awarded following an assessment-only process. A person will normally be in a senior position in a school and, in the opinion of the assessor, ready to take up a headship post within 3 years.</p> <p>There are no national requirements for middle-level leaders in schools.</p>
4	TCI	It is not a compulsory requirement but appropriate leadership oriented CPD would be expected of candidates seeking leadership positions
5	JTC	Yes. All principals must undertake a leadership course run by the National College for Educational Leadership.
6	MCTP	<p>The only CPD required is that for being appointed a Head of School for which position teachers should have obtained a Post Graduate Diploma in Education Administration and Management or an equivalent qualification in the subject.</p> <p>Teachers are requested to undertake CPD annually as per agreement between the Malta Union of Teachers and the respective employer. Having attended CPD would be an asset for teachers when applying for a promotion</p>

7	NZTC	No a requirement but a very clear expectation.
8	QCT	Not required by the QCT but may be an employer requirement.
9	TRBSA	The TRB is not involved in leadership appointments.
10	SACE	No
11	TSCK	Yes
12	ESCU	Yes
13	NTCG	Yes
14	TRCN	Yes, CPD credits are a requirement for promotion of teachers and appointment of teachers into leadership positions. But this policy made by TRCN has not been implemented yet.
15	VIT	No

According to data on this table, the majority of the jurisdictions did not require CPD credits or evidence as a condition for appointment into leadership position. However, a few of the jurisdictions required CPD though in some of such jurisdictions this policy was not yet fully implemented.

Fig. 6.5: CPD requirement for appointment into leadership position

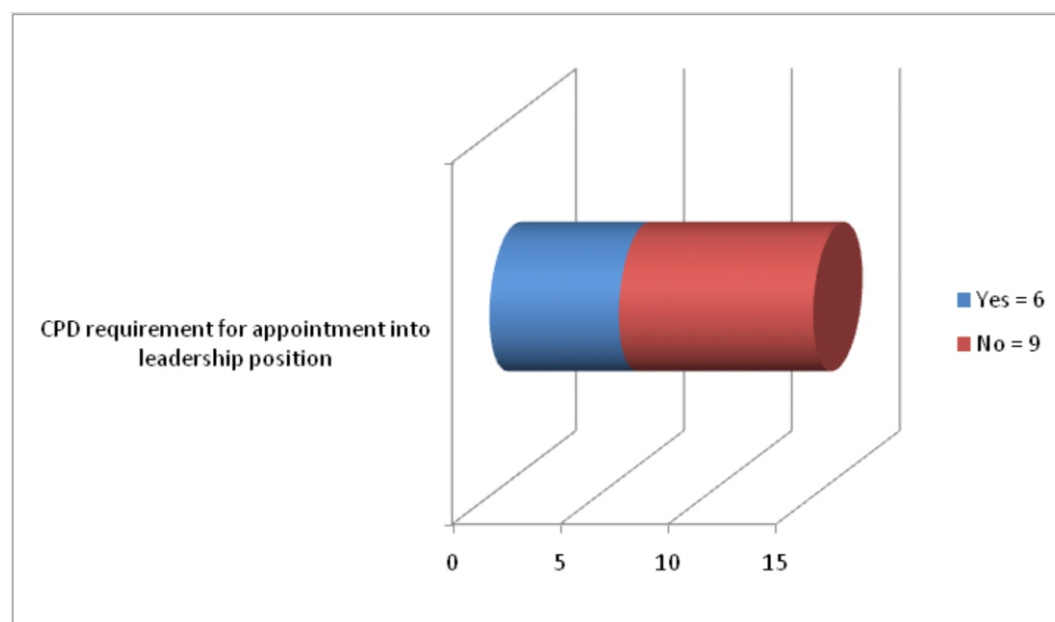


Table 6.12: CPD Credits


SN	Teaching Regulatory Authority	Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
1	OCT	The College does not set any minimum quantity or quality standards for CPD.
2	GTCS	35 hours
3	GTCW	<p>All schools must devote 5 days per year for professional development. Schools normally are responsible for practicing the CPD content of the 5 days.</p> <p>A new requirement is being introduced by the Welsh Government which will require schools to provide CPD that is of good quality, relevant to the professionals and relevant to the school.</p> <p>There is no national system of credit for CPD.</p>
4	TCI	No
5	JTC	No. Working towards establishing credit value for in-service training of teachers
6	MCTP	A teacher in a state school is obliged to follow annually at the end or at the beginning of a scholastic year a course of 12 hours organized by the Directorate for Quality and Standards in Education. During the scholastic year teachers the obligatory CPD is that of 6 hours.
7	NZTC	No
8	QCT	Teachers in Queensland are required to undertake a minimum of 20 hours CPD each year. The CPD undertaken can either be employer directed and supported; school supported; or identified by the teacher. All CPD undertaken to meet registration requirements must be related to the Australian Professional Standards for Teachers.
9	TRBSA	Yes. Teachers are required to complete 60 hours of professional learning in order to renew their registration every 3 years.
10	SACE	Teachers have to earn 150 professional development points over a three year cycle. Teachers have to earn the 150 points across the three types of professional development (See section 3 of this questionnaire). PD Points are generally linked to the duration of the programme/ activity.
11	TSCK	Yes
12	ESCU	No
13	NTCG	Yes
14	TRCN	<p>Teachers are required to earn 68 CPD credits every three years.</p> <p>The credit units are defined as the number of hours spent on qualitative training. For instance, by: Attending a four-day TRCN capacity building workshop during which at least seven hours are spent each day on qualitative training activities, a teacher earns the following credit units: 4days X 7 hours = 28 credits units.</p>

15	VIT	<p>Section 2.6.18 of the Education and Training Reform Act 2006 states that 'an application for renewal of registration must be accompanied by evidence satisfactory to the Institute that the applicant has maintained an appropriate level of professional practice in the proceeding period of registration.</p> <p>Victorian teachers renew their registration on an annual basis and therefore teachers require 20 days of professional practice and 20 hours of professional development. This is in line with the framework for nationally consistent registration agreed to by all Australian Education Ministers in October 2011 which states that 'teachers are required to demonstrate their ongoing proficiency and suitably to teach in order to renew their registration'.</p>
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This table gives insight into the calculations and considerations of credits for teacher CPD in the various jurisdictions. There is simply no one way of calculating the credits. However, it does seem that the number of hours spent on qualitative CPD programmes could give a basic idea of the credit a teacher may earn. The Victorian Institute of Teaching has additional requirement that teachers are to also undertake 20 days of professional practice for renewal of registration.

Table 6.13: Rate of teachers' participation in CPD

SN	Teaching Regulatory Authority	What percentage of your registered teachers takes part in (at least) one CPD programme per year?
1	OCT	In 2013, 34,528 additional qualifications (Aqs) were awarded to members of the College. These Aqs are listed in the College's Teachers Qualification Regulation and are accredited by the College. As there are no mandated requirements for CPD, some members may have completed more than one AQ course so an accurate percentage of the total membership is not feasible. College members actively participant in professional development opportunities provided by the employers.
2	GTCS	In theory 100%. However, please note that not every registered teacher will actually be racticing in schools. Some will be working in areas related to schools while others will be working outwith education entirely.
3	GTCW	All teachers will have CPD 5 days per year.
4	TCI	Not applicable
5	JTC	About 40%
6	MCTP	We do not have such data but all teachers are obliged to undertake CPD as established by the Malta Union of Teachers and the respective employers.
7	NZTC	Data not available
8	QCT	All registered teachers who teach for 20 days or more in a year, must undertake CPD that year.
9	TRBSA	This is monitored on a 3 yearly cycle and applies to all registered teachers.
10	SACE	<p>The CPTD system is being implementation in line with the three identified cohorts as follows:</p> <ul style="list-style-type: none"> • <i>First cohort: Principals and Deputy principals from January 2014 onwards</i> • <i>Second cohort: Heads of Departments (HODs) – from January 2015 onwards</i> • <i>Third Cohorts: PL 1 Teachers – from January 2016 onwards</i> <p>Currently, it is only the 35 000 principals and deputy principals who have started with their 1st year of the three year CPTD cycle. They report their participation in three types of Professional Development programmes/activities twice a year – May/June and October/November</p> <p>By June 2014, 35% reported on their participation in various PD programmes / activities</p>
11	TSCK	About 50%.
12	ESCU	No available statistics because the majority pay for themselves
13	NTCG	At piloting stage
14	TRCN	40% or less
15	VIT	100%



This table shows that in virtually all the jurisdictions, all teachers do not have adequate opportunity for CPD. In some of the jurisdictions, as low as 50% (or less) of the teachers get CPD. The two exceptions are the GTCS and VIT that indicated that 100% of their teachers enjoy CPD. The information in this table may be compared to the one in Table 4.1: captioned “Participation of teachers in professional development in the previous 18 months (2007-2008)” being data from the OECD (2009) survey of twenty three (23) countries. The OECD data showed that most teachers participated in CPD in the last 18 months prior to the survey. The participation rates ranged between 100% and 74%. It should be noted, however, that the IFTRA questionnaire requested for rate of participation within one year while the OECD survey asked for rate of participation within the last 18 months. This means that the rate of participation recorded in the above table (IFTRA survey) might have been slightly higher if rate of participation above one year was requested. The inference from this the IFTRA data is that within a whole year, there is not adequate CPD for teachers, but over (say) two or three year period, the rate or number of teachers participating in CPD may slightly increase.

Table 6.14: Teachers' favourite CPD

SN	Teaching Regulatory Authority	What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
1	OCT	In 2013, the most popular additional qualification courses completed were in Special Education (Part 1), English as a Second Language and Special Education (Part 2).
2	GTCS	A variety of opportunities will be available but there will currently be greater emphasis on in-school provision due to research on its effectiveness and on the reality of costs.
3	GTCW	<p>Because of financial pressures, CPD is increasingly undertaken by teachers within schools, rather than at external courses. (Local authorities do not have the funding to run a programme of activities as they used to). Good practice is also shared between schools, for example, by designated 'Lead Practitioner' Schools supporting 'Emerging Practitioner' Schools.</p> <p>Occasionally, schools may buy in a private provider with a particular expertise for a training event in a priority area.</p> <p>Teachers will undertake their own self-directed study of their own volition.</p>
4	TCI	No
5	JTC	Employer provided and peer support in the Quality Education Circles (QECs). QECs are groups of schools in a defined geographical area and the professionals work together.
6	MCTP	Employer provided programmes
7	NZTC	Many like employer provided or funded because it guarantees them some form of CPD annually.
8	QCT	<p>The majority of CPD undertaken by Queensland teachers is employer directed or school based. State (public) schools have three days set aside each year as 'pupil-free' days and much CPD takes place during these days. Many schools also provide CPD during scheduled staff meetings; and employers are increasingly making use of free web conferences before and after school hours as well as internet based short courses.</p> <p>The QCT offers CPD through a series of information workshops each year, as well as through web conferences.</p> <p>Teachers not employed full time make more use of free CPD available online from a range of providers.</p>
9	TRBSA	The TRB has begun the CPD requirement however teachers are not due to report such information until end of 2015.
10	SACE	Self-directed (teacher initiated), followed by employer and teacher union driven.

11	TSCK	Self-directed.
12	ESCU	Self-directed reading, short term courses by Education institutes.
13	NTCG	Programmes provided by the regulator
14	TRCN	The most popular CPDs are workshops, seminars and conferences. There are also short courses and in-service education leading to academic qualifications like B.Ed, Masters and Doctorate degrees. Most of these CPD opportunities are provided by employers, regulator like TRCN and national agencies such as the National Teachers Institute, Universal Basic Education, etc.
15	VIT	For teachers in schools it is employer provided programmes. For all, it is a range of the self-directed reading, or private providers.

This table indicates that teachers engaged in various CPD activities but it does seem that school-based and self-directed programmes as well as conferences and workshops are common among the teachers. This table could be compared to the Table 4.2: titled “Impact of different types of professional development undertaken by teachers (2007-08)” as revealed by the OECD (2009). The OECD survey shows that most teachers across the twenty three (23) countries surveyed participated in the following activities:

- *Courses and workshops*
- *Education conferences and seminars*
- *Qualification programmes*
- *Observation visits to other schools*
- *Professional development network*
- *Individual and collaborative research*
- *Mentoring and peer observation*
- *Reading professional literature*
- *Informal dialogue to improve teaching*

Table 6.15: Determination of CPD Content

SN	Teaching Regulatory Authority	How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?
1	OCT	While the College does not require CPD, it does develop course guidelines for each of the Aqs listed in the Colleges' regulations. The guidelines are available on the College's website. The development of these guidelines is done in consultation with College members and educational stakeholders.
2	GTCS	GTC Scotland has resisted prescribing specific content or topics as part of Professional Update. There are however various national themes for teacher learning, coordinated by Education Scotland and planned to published on an annual basis.
3	GTCW	Apart from the 'Masters in Educational Practice' for newly qualified teachers which has specified modules of study, there is no other national programme of CPD. As mentioned above, the government gives individual schools responsibility for the development of their staff.
4	TCI	Teacher CPD is largely determined by the individual teacher. From time to time a national priority such as curriculum revision will involve compulsory CPD for all affected teachers.
5	JTC	Topics are determined by change in syllabi or curricula, results of inspection, results of examinations and results of supervision. Sometimes CPD is informed by successful innovations or social demand as in the case of the education of boys.
6	MCTP	Topics are determined by the employer.
7	NZTC	Our Governing Council determines what we will offer.
8	QCT	Employers and other education authorities determine their CPD priorities for a year and publish calendars and program registration dates and details for teachers. The QCT does not require stakeholder notification regarding CPD activities being offered.
9	TRBSA	Any professional learning activities must be able to be referenced to the Australian Professional Standards for Teachers.
10	SACE	SACE informs the provider community of the current developmental needs so that the programmes are demand driven
11	TSCK	Modular form determined by the Commission.
12	ESCU	Each Education institution takes up topics it deems relevant to CPD and does not contact the organization before giving teachers training.

13	NTCG	NTCG develops the course modules and calendar is published and circulated to stakeholders indicating the time for examination for the new teachers (those who hold provisional license) and the period for portfolio assessment for the licensed teachers.
14	TRCN	TRCN as the apex professional regulatory body for the teaching profession in Nigeria has published a National Minimum Standards in CPD which shows the list of courses/themes/topics which CPD providers could use. These are basically broad thematic areas and emerging issues relating to all sub-disciplines of teacher education, such that CPD providers are free to decide the content details in accordance with the training needs of teachers. The National Minimum Standards are subject to review by TRCN every five years. The Standards themselves are not determined by TRCN; rather TRCN arrives at the Standards through collaboration with a broad range of critical stakeholders nationwide.
15	VIT	Each stakeholder takes up topics it likes and may not contact the institute before giving teachers the training.

This table reveals the dynamics of CPD design and implementation in the jurisdictions. The approach, again, varies according to local legislation and practices. The scenario shows that in some jurisdictions, the employers decide while in others, the teachers themselves or the regulators or both determine the CPD. There are also cases of regulators that resist or simply do not think it is the duty of the regulator to determine CPD.

Table 6.16: Monitoring the impact of CPD and how it is done

SN	Teaching Regulatory Authority	Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?	If yes, how is the assessment or monitoring done?
1	OCT	Not applicable	Not applicable
2	GTCS	The purpose of professional update is to have a scheme setting out measures to be undertaken for the purposes of allowing GTC Scotland to keep itself informed about the standards of education and training of registered teachers.	See GTCS website materials on Professional Update.
3	GTCW	No. The inspectorate carries out this function as part of their inspection of individual schools and in national surveys of particular aspects of education.	Not applicable
4	TCI	Not at this time.	Not applicable.
5	JTC	There is a monitoring and evaluation unit in the Ministry of Education. It is tasked to assess impact of training. However, the organization is building up its own capability	Normally through feedback from the education officers who supervise schools as well as teachers and principals in review sessions.
6	MCTP	No	No
7	NZTC	We evaluate our CPD programmes.	Generally we employ an external contractor to do this.
8	QCT	The QCT is not yet involved in assessing or monitoring the impact of CPD on teacher quality	Not applicable
9	TRBSA	The TRBSA does not at present monitor this.	Not applicable
10	SACE	Monitoring and support is done through school visits, by our evaluators, where participation in various types of PD activities is monitored through individual teachers' (principals currently) professional development portfolio We will do impact study after every three year cycle.	We have the CPTD monitoring and evaluation framework and tools. Monitoring and support is done through school visits, by our evaluators, where participation in various types of PD activities is monitored through individual teachers' (principals currently) professional development portfolio. In addition, provider site visits are done by the evaluators to check the approval and endorsement application made against the actual. The CPTD Information System is also being used to monitor the CPTD system as whole and draw the necessary reports.
11	TSCK	Yes	Yes
12	ESCU	No	Not applicable

13	NTCG	Yes	NTCG serves as external assessor for the examination and portfolio built by the teachers. Other assessors are Heads of School, Heads of Department, Circuit Supervisor(s), College Tutors, Training Officers, District Directors of Education, Mentors, etc.
14	TRCN	TRCN and other relevant stakeholders periodically monitor the impact of teacher CPD on quality. However, the exercise has not been extensively and consistently done either by TRCN or the other stakeholders.	TRCN does the monitoring mainly through a survey of teachers opinions, systematic analysis of students' performance in national examinations, etc. Other stakeholders like the National Teachers Institute contract some consultants to study the impact. In 2006, TRCN in conjunction with the World Bank, National Teachers Institute, National Commission for Colleges of Education, National Universities Commission, Universal Basic Education Commission and the Nigeria Union of Teachers and other related agencies also commissioned consultants to study the performance and training needs of teachers with the Nigeria Certificate in Education (NCE) and Bachelors Degree in Education teaching in schools across the country. The findings of the Research led to curriculum review of NCE and B.Ed programmes in Nigeria.
15	VIT	Yes	The institute undertakes targeted audits of teachers as part of the renewal of registration process.

This table shows two classes of opinions. One is where the employers or other stakeholders monitor the quality of teacher CPD and the other is where the regulators do the monitoring. The number of regulators monitoring are roughly same as the number of regulators that are not monitoring the quality of teacher CPD in their jurisdictions.

Table 6.17: CPD and foreign teachers

SN	Teaching Regulatory Authority	Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?
1	OCT	The College currently requires internationally educated applicants to provide information with respect to any programs of professional education that they have completed and that are in addition to the basic programs of professional education.
2	GTCS	No. Having an appropriate degree level qualification and teaching qualification are the requirements for teachers from outside of Scotland gaining registration to teach in Scotland.
3	GTCW	No
4	TCI	Not at this time
5	JTC	No records required at this time.
6	MCTP	No
7	NZTC	No
8	QCT	No
9	TRBSA	No
10	SACE	No
11	TSCK	Yes
12	ESCU	Yes
13	NTCG	Yes
14	TRCN	No
15	VIT	No

From the table above, virtually all the regulators indicated that the professional registration of foreign teachers does not require CPD credits or records. However, the OCT does require CPD information in addition to basic teacher qualification.

Table 6.18: CPD and foreign teachers; and general comment(s)

SN	Teaching Regulatory Authority	Other general comments or information
1	OCT	<p>Although the College does not have in place a mandatory CPD program, College members must participate in a Teacher Performance appraisal every five years. Notice to the College is required after termination of new teacher following second unsatisfactory performance appraisal and subsequent unsatisfactory performance appraisal during review status/ resignation of new teacher on review status [s. 277.40.5 Education Act].</p> <p>Notice to the College is also required where a teacher has been terminated following a second unsatisfactory performance appraisal and subsequent unsatisfactory performance appraisal during review status /resignation of teacher on review status [s. 277.40 Education Act].</p> <p>New teachers who are College members must participate in the New Teacher Induction Program. When a College member has successfully completed the NTIP, the board must report the successful completion to the College [s. 273 Education Act]. A permanent notation is then placed on the member's certificate and public registry page indicating completion [ss. 18(1.1.) and 23(2.1) OCTA].</p>
2	GTCS	It is hoped the CPD data supplied will be of good use.
3	GTCW	<p>There are discussions going on in Wales regarding the possible introduction of:</p> <ul style="list-style-type: none"> <i>a professional portfolio for teachers' reflection and recording;</i> <i>a Masters structure which would assist in giving recognition to middle level and senior leadership.</i>
4	TCI	Teaching Council Ireland will be empowered to put in place a CPD framework for all registered teachers in the next 2 to 3 years. This is expected to radically alter the way teacher CPD requirements are identified and delivered.
5	JTC	As soon as the Legislation of the Council is passed, the requirements for CPD will be identified and enforced.
6	MCTP	Nil
7	NZTC	Nil
8	QCT	Nil
9	TRBSA	
10	SACE	


10	SACE	<p>SACE has the CPTD self-service web portal on the CPTD information system. It serves as an administrative component of the CPTD system and teachers use the web portal to:</p> <ul style="list-style-type: none"> • <i>Update their personal details on a regular basis;</i> • <i>Upload and track their own participation in professional development activities / programmes and points earned</i> • <i>Access database of the SACE Approved Providers and SACE Endorsed PD activities / programmes</i> • <i>Work on the online professional development portfolio</i> • <i>Log and track a query /report and track a problem reported to SACE</i> <p>Teacher can access the self-service portal through:</p> <ul style="list-style-type: none"> • <i>SACE Website (www.sace.org.za)</i> • <i>Mobisite (www.sace.cptd.gov.za)</i> • <i>CPTD Self-Service Walk-in Centre at SACE</i> • <i>Cellphone App (being developed)</i>
11	TSCK	For the Teachers Service Commission, CPD is in the formative stage.
12	JTC	Nil
13	NTCG	NTCG is very new and still piloting the Framework of teacher CPD.
14	TRCN	Teacher CPD is taken seriously in Nigeria and huge investments are made in the area by the Federal and State Governments as well as private school proprietors and international development partners. However, the expenditure and execution of the CPD programmes have been largely sporadic and poorly coordinated. As such, it is difficult to keep accurate national statistics on teacher CPD. There is also a lot of duplication and poor control on quality and nature of CPD content. This is notwithstanding the National Minimum Standards put in place by TRCN. What it means is that there is national regulatory framework and policies but which CPD providers have not reasonably complied with. Therefore, TRCN is taking measures to bring about significant compliance on the issue.
15	VIT	NTCG is very new and still piloting the Framework of teacher CPD.

This table gives further information about the various jurisdictions.

7. Conclusion



Photo 9: Teachers hold the key to the future of the child.



The study generated data from fifteen (15) IFTRA member organisations. The data have also been presented in tables and graphs that make it possible to compare CPD policies and practices across the jurisdictions. Teacher CPD will remain a crucial issue in the debate about how to position teachers for highest quality delivery in the education system. Therefore, the study will help Teaching Regulatory Authorities and other key education stakeholders to understand the uniformities and diversities in teacher CPD policies and practices and be able to wisely adapt best practices to their own circumstances. This way, teacher CPD can enjoy rapid progress and education delivery can also be improved tremendously.

Furthermore, the findings of the study may be very helpful to IFTRA by revealing the common grounds that exist in the jurisdictions. These common grounds will in turn form the bases for international protocols and collaborations by IFTRA. Most international organisations understand the need for international co-operation based on well-articulated protocols and conventions. But they equally understand that each country is sovereign and that the laws, policies and practices of each country are dictated by local conditions, history, etc. The implication is that the international organisations do not seek to compel all nations to have the same laws, policies and practices (except where justifiable). Rather, the international organisations seek to understand the uniformities among the nations so that such uniformity can form the core areas of cooperation while each country is free to individually adapt best practices in the aspects of diversity of their choice. This is why many international organisations come up basically with “comparability tables” that present the situation across the countries and the comparability tables help the organisations to craft international conventions and protocols. It is therefore hoped that this study has succeeded in presenting IFTRA with some form of comparability tables regarding teacher CPD in its various jurisdictions, which may in turn inform IFTRA international conventions, protocols and areas of cooperation.

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Appendices

Appendix 1



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of Organisation: Ontario College of Teachers, Canada

Contact person: (Ms) Charlie Morrison

Designation of contact person: Manager of Policy and Research

Street address: 101 Bloor Street West, Toronto, ON M5S 0A1

Phone: 416-961-8800 ext. 628

Website: www.oct.ca

1. (a) Does your organisation currently require teachers to undertake CPD?

One of the College's statutory objects is to provide for the ongoing education of College members. While the College does not have mandatory continuous professional development, it does encourage College members to partake in professional development and ongoing learning as follows:

- Provides for additional qualifications courses and programs in regulation
- Recognizes continuous professional development as part of the College's Standards of Practice for the Teaching Profession
- Provides guidance on continuous professional development in both the College's Professional Learning Framework and the Additional Qualifications Professional Advisory (links below)

http://www.oct.ca/-/media/PDF/Professional%20Learning%20Framework/framework_e.pdf

http://www.oct.ca/-/media/PDF/Advisory%20Additional%20Qualifications/OCT1136_Prof_Advisory_FINAL.pdf

(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.

Not applicable

(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.

See (d), below.
(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?
<p>The College's legislation (Ontario College of Teachers Act, 1996) was amended in 2001 by the provincial government to specifically provide for the mandatory ongoing learning of its members. (The amending legislation was the Stability and Excellence in Education Act, 2001). In 2004, following the election of a new provincial government, these provisions were repealed through the Professional Learning Program Cancellation Act, 2004.</p> <p>There is no current requirement that College members undergo continued professional learning.</p> <p>The link below will take you to the College's legislation: http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_96o12_e.htm</p>
2. How does your organisation define “teacher CPD”?
The College has not defined “teacher CPD”.
3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.
Not applicable
4. How does your organisation determine what is accepted as CPD?
Not applicable
5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?
<p>Prior to the establishment of the College in 1996, the provincial Ministry of Education was responsible for many of the activities the College now performs. These roles were transferred to the College through the <i>Ontario College of Teachers Act</i>.</p> <p>Other Ontario professional self-regulators have mandatory CPD requirements in place for their respective memberships. See, for example, the College of Physicians and Surgeons of Ontario [which regulates physicians in Ontario] and the College of Early Childhood Educators of Ontario [which regulates ECEs].</p>

(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.
See above and the following websites: CPSO - http://www.cpso.on.ca/uploadedFiles/members/resources/CPD-QA-2.pdf CECE - http://www.college-ece.ca/en/Members/Pages/CPL-Program.aspx
6. What is the role of your organisation in providing teacher CPD?
Not applicable
7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?
Yes – CPD activities may be provided by teachers' employers, as well as teacher federations or professional associations.
(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?
Individual providers determine how quality of CPD activities is to be assessed and monitored. The College has no role in the assessment or monitoring of third party CPD activities.
8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?
Generally, teachers who take AQs accredited by the College pay for these courses directly. In other cases, however, employers may sponsor professional development opportunities to enable their employees' participation.
9. Is CPD a requirement for upgrading membership class or registration category of a teacher?
CPD is not a requirement.
10. Is CPD a requirement for annual or periodic renewal of membership/registration?
CPD is not a requirement.
11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?
The College certifies teachers, but does not employ them. Conditions of employment are outside the College's mandate.

12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
The College does not set any minimum quantity or quality standards for CPD.
13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?
In 2013, 34,528 additional qualifications (AQs) were awarded to members of the College. These AQs are listed in the College's Teachers Qualification Regulation and are accredited by the College. As there are no mandated requirements for CPD, some members may have completed more than one AQ course so an accurate percentage of the total membership is not feasible. College members actively participant in professional development opportunities provided by the employers.
14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
In 2013, the most popular additional qualification courses completed were in Special Education (Part 1), English as a Second Language and Special Education (Part 2).
15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?
While the College does not require CPD, it does develop course guidelines for each of the AQs listed in the Colleges' regulations. The guidelines are available on the College's website. The development of these guidelines is done in consultation with College members and educational stakeholders.
16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?
Not applicable
17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?
The College currently requires internationally educated applicants to provide information with respect to any programs of professional education that they have completed and that are in addition to the basic programs of professional education.

18. Other general comments or information

Although the College does not have in place a mandatory CPD program, College members must participate in a Teacher Performance appraisal every five years. Notice to the College is required after termination of new teacher following second unsatisfactory performance appraisal and subsequent unsatisfactory performance appraisal during review status/ resignation of new teacher on review status [s. 277.40.5 *Education Act*].

Notice to the College is also required where a teacher has been terminated following a second unsatisfactory performance appraisal and subsequent unsatisfactory performance appraisal during review status /resignation of teacher on review status [s. 277.40 *Education Act*].

New teachers who are College members must participate in the New Teacher Induction Program. When a College member has successfully completed the NTIP, the board must report the successful completion to the College [s. 273 *Education Act*]. A permanent notation is then placed on the member's certificate and public registry page indicating completion [ss. 18(1.1.) and 23(2.1) *OCTA*].

Appendix 2



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation:	General Teaching Council for Scotland
Name of contact person:	Tom Hamilton
Designation of contact person:	Director of Education and Professional Learning
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Website:	_____www.gtns.org.uk

1. (a) Does your organisation currently require teachers to undertake CPD?
Yes.
(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.
<p>Scottish teachers have a contractual obligation to undertake a minimum of 35 hours of Career-Long Professional Learning (C-LPL) each year and also to engage in a nationally agreed Professional Review and Development (PRD) process on an annual basis.</p> <p>The Public Services Reform (General Teaching Council for Scotland) Order 2011 (http://www.legislation.gov.uk/sdsi/2011/9780111012246/contents) sets GTC Scotland the 'duty' to make a re-accreditation scheme for registered teachers. This the Council has entitled Professional Update. (Details of Professional Update will be found at: http://www.gtns.org.uk/professional-update/professional-update.aspx)</p> <p>Complying with the requirements of Professional Update will be necessary for teachers to maintain their registration.</p> <p>Professional Update is largely premised on teachers completing their contractual requirements on an annual basis with every fifth year a statement being provided to GTC Scotland that they are maintaining the appropriate Standards expected of them. (Details of the Standards will be found at: http://www.gtns.org.uk/standards/standards.aspx)</p> <p>Scotland therefore has a national contractual requirement for teachers to complete C-LPL and a professional registration requirement to meet the requirements of Professional Update.</p>

(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.

(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?

Please see above.

2. How does your organisation define “teacher CPD”?

Details of all the Scottish teacher education Standards will be found at: <http://www.gtcs.org.uk/standards/standards.aspx>

A pdf of the Standard for Career-Long Professional Learning can be found at:
<http://www.gtcs.org.uk/web/Files/the-standards/standard-for-career-long-professional-learning-1212.pdf>

In the Standard for C-LPL the following is stated:

The Standard for Career-Long Professional Learning describes the advanced professional knowledge and pedagogical expertise that registered teachers will develop and maintain as they continue to progress in teaching and the education profession. The standard provides an opportunity for teachers to progress, enrich, develop and enhance their practice, expertise, knowledge, skills and professional values. It will support teachers as they develop as reflective, accomplished, and enquiring professionals who are able to engage with the complexities of teaching and learning, the changing contemporary world of their learners, and the world beyond the profession and its institutions, in order to enhance the learning experiences for all learners.

Underpinning the Standard for Career-Long Professional Learning are the core principles of practitioner enquiry. In practice, this involves teachers having an enquiring disposition at the core of their professional practice. This means thinking critically and questioning their own educational beliefs, assumptions, values and practices. They will create knowledge to enhance, progress and lead the learning experiences of all their learners and work collaboratively with colleagues. The teacher as an adaptive expert is open to change and engages with new and emerging ideas about teaching and learning within the ever-evolving curricular and pedagogical contexts in which teaching and learning takes place.

Education Scotland (which is an executive agency established on 1 July 2011 by the Scottish Government is charged with supporting quality and improvement in Scottish education <http://www.educationscotland.gov.uk/>) also provides advice on Career-Long Professional Learning which can be accessed at:

http://www.educationscotland.gov.uk/Images/Career_long_prof_learningMay14_tcm4-735769.pdf

This document states the following:

Career-long professional learning builds on current strengths of CPD and extends the concept of the enhanced professional. It sees teachers as professionals taking responsibility for their own learning and development, exercising increasing professional autonomy enabling them to embrace change and better meet the needs of children and young people. Career-long professional learning is a continuous process from the point that student teachers begin the early phase of teacher education to the end of their careers. Career-long professional learning aims to develop further and sustain a highly competent, committed workforce of enquiring professionals who focus on the best possible outcomes for children young people. Professional learning for teachers is dependent on a range of interlinked factors and processes. These include:

- analysing children and young people's learning needs continuously to identify their own professional learning needs
- engaging critically with new and emerging ideas about learning and teaching and about the context in which learning takes place
- enhancing their knowledge, understanding and skills in relation to individual, local and national priorities
- exploring and challenging their thinking and considering how this impacts on their teaching and the learning of children and young people
- engaging with and contributing to the development and implementation of national, local authority and school policy
- being motivated to sustain career-long effectiveness
- modelling lifelong learning for children and young people
- job satisfaction and the teaching profession as a whole.

Education Scotland also provides advice on Professional Review and Development:
http://www.educationscotland.gov.uk/Images/PRDJan14_tcm4-825877.pdf

3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.

Scope of C-LPL

All teachers will engage in Career-Long Professional Learning (C-LPL) which in Scotland, as noted above, is an annual minimum 35 hour contractual obligation for all teachers. For those teachers in classrooms it will relate either to the Standard for Full Registration or, on a voluntary basis, the Standard for Career-Long Professional Learning which looks in particular at accomplished teaching.

For teachers who choose to follow a Leadership and Management career pathway the expectation is that, as well as whatever general C-LPL they engage in, much of their professional learning will relate to the Standards for Leadership and Management, focusing on Middle Leadership for Principal Teachers and Depute Heads and Headship for those either aspiring to or already in Head Teacher posts.

Underpinning all of this ongoing teacher education there is a national consensus that there is a need to provide opportunities to address the C-LPL needs of individual teachers as well as looking at school and national priorities. So, while of course there will be commonalities of learning for all teachers there must also be enough flexibility in the system to meet individual needs and aspirations. A one-size fits all approach to C-LPL will simply not deliver the priorities of teacher education.

Forms of C-LPL

Fitting in with the necessity to have flexibility and individualisation in the provision of professional learning, GTC Scotland would further argue that teacher education should encompass different forms of C-LPL.

There must be opportunities for teachers to be involved in personal approaches to their own development through taking forward training, learning or scholarship on an individual basis.

GTC Scotland also actively encourages practitioner enquiry approaches and information can be found on the Council's website: <http://www.gtcs.org.uk/professional-update/practitioner-enquiry/practitioner-enquiry.aspx>

GTC Scotland argues on its website that such approaches bring various benefits. They help to empower teachers and encourage them to challenge and transform education. They provide a way for teachers to monitor and develop their own practice. They encourage teachers to investigate new strategies and initiatives. Practitioner enquiry helps to increase teachers' knowledge of teaching and learning thus enabling them to make more professional and autonomous judgements and to enhance their self-esteem and professional identity.

GTC Scotland would accept that such approaches are not a panacea and that teachers involved may feel uncomfortable as deeply embedded assumptions about pedagogy are brought into question. However, whether it be through the use of supportive learning communities, coaching and mentoring or lesson study approaches, GTC Scotland would suggest that the potential benefits of practitioner enquiry far outweigh any short term discomfort caused by the questioning of hegemonic views. Indeed the OECD's Teaching and Learning International Survey suggests that having teachers involved in collaborative approaches to their own learning increases self-efficacy and is likely to lead to more innovative approaches to teaching and learning. (OECD 2009, OECD 2014) (NB Scotland is not part of TALIS.)

Despite the economically straitened times in which we live, there are still professional learning courses available for teachers and the

GTCS would suggest that resources and time should be made available to support teachers undertaking such development. It is recognised that budgets for such activities can be seen as soft targets but there are benefits to be had through teachers taking such programmes. The view of the GTCS is that they should certainly be there as an option - while albeit acknowledging that other, in-school approaches should also be available and effective. A list of examples of possible approaches to professional learning will be found on the GTC Scotland website at: <http://www.gtcs.org.uk/professional-update/professional-learning.aspx>. It contains such suggestions as:

- Work shadowing
- Co-operative or team teaching
- Leading or participating in a working or task group
- Planning learning which is inter-disciplinary or cross-sector
- Participation in activities relating to assessment and moderation

Over recent years Scotland has been increasingly supportive of teachers being involved in Masters level learning. GTC Scotland agrees that teacher education at this level, both within ITE and C-LPL, is beneficial to the individual teacher, their classes and schools, and also to education at the system level. The Council therefore hosts on its website, on behalf of the Scottish Government and the Scottish universities involved in teacher education, the Scottish Framework for Masters in Education. (<http://www.gtcs.org.uk/education-in-scotland/framework-for-masters/framework-for-masters-in-education.aspx>)

On the website the universities state that 'Engagement in Masters-level learning is intended to support critically-informed practice, responsive to the evolving needs of Scottish society.' They then make reference to the expectations of such learning as provided by the Scottish Credit and Qualifications Framework (SCQF) (<http://scqf.org.uk/>). Such practice-focused Masters-level learning it is argued should allow teachers, for example, to:

- Use a range of specialised skills, techniques, practice and/ or materials which are at the forefront of, or informed by forefront developments.
- Demonstrate originality or creativity in the application of knowledge, understanding and/or practices.
- Apply critical analysis, evaluation and synthesis to issues which are at the forefront of, or informed by developments in a subject/discipline.
- Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data.

C-LPL can therefore take various forms but, if it is going to be successful, one constant, which GTC Scotland argues for from its central place in Scottish education, is that there has to be enough time, space and resource to support teachers in undertaking their professional learning, implementing change and then evaluating the impact.

Providers of Teacher Education

All Initial Teacher Education (ITE) in Scotland is provided through universities working in partnership with schools and local authorities. The centrality of university provision is longstanding and fully supported in Scotland where there are no employment-based routes into teaching.

However, if the different forms of C-LPL mentioned above are to be catered for then it seems likely to be by a variety of providers of teacher educations, including but also going beyond the universities.

Teachers themselves, individually and collectively, have a place in self-providing. Schools and local authorities (in Scotland at least, unlike in some other parts of the UK) have a strong role to play in ensuring the provision of appropriate C-LPL.

Other potential providers of professional learning will be subject associations or, increasingly, simply groups of teachers using social media to connect with likeminded colleagues, eg on Twitter <https://twitter.com/EDUtalkr> and <https://twitter.com/pedagoo>

Interestingly, and very actively in Scotland, teacher unions are playing a part in providing professional learning for teachers. For example, the Educational Institute of Scotland has advanced its provision of professional learning for its members by instituting a system of Learning Representatives (http://www.eis.org.uk/Learning_Reps/LRs_Intro.htm) whose role is to help support the C-LPL of their fellow teachers, including non-EIS members. The EIS has also worked extensively with local authorities on joint events and provision (particularly recently around the introduction of the new GTC Scotland scheme of Professional Update: <http://www.gtcs.org.uk/professional-update/professional-update.aspx>) and with various universities on accomplished teaching and leadership developments.

Various private organisations (Non-Governmental Organisations/Charities/Interest groups/ Business/Industry) are also involved in C-LPL provision and GTC Scotland has worked extensively with some by accrediting the work they do with teachers so that those who successfully complete a programme or a piece of learning can then apply to the GTCS for Professional Recognition.

Professional Recognition (<http://www.gtcs.org.uk/professional-update/professional-recognition.aspx>) offers the opportunity to teachers to be recognised as they develop as a reflective, accomplished and enquiring professionals, continually enhancing their practice at all stages of their careers. It aligns primarily with the Standard for C-LPL. However, applicants may choose to reflect against the Standards for Leadership and Management or for those in Further Education the Professional Standards for Lecturers in Scotland's Colleges. It is a way of encouraging professional learning and celebrating the success of teachers. It fits in with the ideas in TALIS of developing the self-efficacy of teachers, helping to lead to successful education.

As noted above, some of the Scottish universities are absolutely centrally involved in ITE. This involvement continues into C-LPL and leadership and management development, including the provision of the Scottish Qualification for Headship, a specific GTCS accredited programme designed so that teachers can demonstrate that they have met the Standard for Headship. This programme operates at SCQF level 11, Masters level, but the universities are also deeply involved in the provision of more general Masters level study for teachers.

4. How does your organisation determine what is accepted as CPD?
See above.
5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?
<p>GTC Scotland sets the Standards but does so following extensive consultation with stakeholders. On the last occasion they were revised a Steering Group with a wide range of stakeholders, including parents and students, was set up and three writing groups formed. Face-to-face consultation meetings were held in four Scottish cities and online responses also sought. Social media (such as Twitter) were used and synchronous online consultation meetings through Glow TV were held to encourage engagement from remoter parts of Scotland.</p> <p>Drafts of the revised Standards were presented to a working group of GTC Scotland's Education Committee and eventually final drafts were presented to the full GTC Scotland Council for approval.</p>
(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.
6. What is the role of your organisation in providing teacher CPD?
None.
7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?
See section 3 above.
(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?
<p>Programmes leading to the Standards are accredited by the GTCS as are programmes which lead to the award of Professional Recognition.</p> <p>Other, more general C-LPL will be evaluated by those involved in the learning but there is no formal, national evaluation system/</p>
8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?
<p>Local Authorities and schools have budgets to fund C-LPL but money is currently tight and hence there may be a preference for learning which does not involve the expense of teachers following particular programmes.</p> <p>The Scottish Government has recently been funding various Masters level opportunities for teachers which has been a welcoming development.</p> <p>While there is no requirement for teachers to fund their own learning, many do seeing it as a professional activity which benefits them as well as their pupils and schools.</p>

9. Is CPD a requirement for upgrading membership class or registration category of a teacher?
No, but gaining Professional Recognition is possible.
10. Is CPD a requirement for annual or periodic renewal of membership/registration?
As above regarding Professional Update.
11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?
<p>Currently the only post with such a requirement is that of Head Teacher where applicants have to confirm that they have met the Standard for Headship. This can be demonstrated in two different ways: achieving the Scottish Qualification for Headship (SQH), which is an academic award delivered by a number of Scottish universities, or the Flexible Route to Headship (FRH), a programme delivered by Education Scotland. Both programmes lead to the award of the Standard for Headship. However, this is not currently a mandatory requirement to be appointed as a Head Teacher. : an applicant can be appointed to the post of Head Teacher if the employer is satisfied that they meet the Standard for Headship.</p> <p>The Scottish College for Educational Leadership (SCEL) http://www.scelscotland.org.uk/ has been established to drive forward leadership development in Scotland. A recent review was carried out looking at the current routes to headship, and a strategic group has been established to make recommendations about potential new routes to headship qualifications.</p>
12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
As noted above 35 hours.
13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?
In theory 100%. However, please note that not every registered teacher will actually be practising in schools. Some will be working in areas related to schools while others will be working outwith education entirely.
14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
A variety of opportunities will be available but there will currently be greater emphasis on in-school provision due to research on its effectiveness and on the reality of costs.

15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?

GTC Scotland has resisted prescribing specific content or topics as part of Professional Update.

There are however various national themes for teacher learning, coordinated by Education Scotland and planned to published on an annual basis.

16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?

The purpose of Professional Update is to have a scheme setting out measures to be undertaken for the purposes of allowing GTC Scotland to keep itself informed about the standards of education and training of registered teachers.

(b) If yes, how is the assessment or monitoring done?

See GTCS website materials on Professional Update

17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?

No. Having an appropriate degree level qualification and teaching qualification are the requirements for teachers from outside of Scotland gaining registration to teach in Scotland.

18. Other general comments or information

It is hoped this information is of use. If any further information is required please do not hesitate to contact me.

Appendix 3



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: General Teaching Council for Wales, United Kingdom

Name of contact person: Gary Brace

Designation of contact person: Chief Executive

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Website: www.gtcw.org.uk

1. (a) Does your organisation currently require teachers to undertake CPD?

Yes. All teachers have a general responsibility under the GTCW Code of Professional Conduct and Practice to “*take responsibility for maintaining the quality of their teaching practice*”.

(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.

Legislation requires the GTCW to maintain a Code. Under the heading of '*Professional Practice*' the GTCW Code refers to :

Registered teachers:

- *keep their professional knowledge and skills up to date throughout their career;*
- *maintain up-to-date knowledge of relevant guidelines and educational developments in their phase of teaching/particular role, and teaching in general;*
- *reflect upon and value their practice as part of their continuing professional development;*
- *are open to, and respond positively and constructively to feedback regarding their teaching practice.*

(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.

Legislation sets out the role of the Council. It would be open for the government to ask GTCW to 'undertake activities' in the field of CPD (and this conceivably could include *setting* CPD requirements), however, this has not been asked of GTCW (see 1(d) below)

(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?

Yes. The GTCW can:

- advise on teacher CPD of its own volition (and has done so);
- undertake activities designed to promote the CPD of teachers (but only at the request of government). The parameters of this work have been narrowly determined by government i.e. it has been mainly administrative in nature, although the role did extend to a pilot 'Chartered Teacher' CPD programme.

2. How does your organization define “teacher CPD”?

“All formal and informal learning which enables teachers to improve their own practice”.

3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.

Teacher CPD includes:

Initial Teacher training: mainly either a 1-year postgraduate course or a 3-year undergraduate course both leading to qualified teacher status;

Courses for newly qualified teachers: induction support programmes of mentoring and in-school support, the Masters in Educational Practice (see Q 8);

School-based programmes for serving teachers: ongoing support for teachers within and between schools;

Leadership programmes: offered by private providers and organisations, local authorities; the national Headship Qualification (see Q 11);

Individual CPD: self-study or courses funded by individual teachers.

4. How does your organisation determine what is accepted as CPD?

GTCW has no role in determining what is accepted as CPD.

5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?

No. But, the Welsh Government sets the professional standards for:

- Qualified Teacher Status (the initial teaching qualification)
- Practising Teacher Standards (the standard expected after 1 year of teaching)
- Leadership Standards (the standards used, amongst other things, to determine the qualification for headteachers)

Although there are no standards for CPD, the above professional standards shape what is offered as CPD e.g. providers of initial teacher training will devise their courses around the Qualified Teacher Status standards; the Practising Teacher Standards shape the CPD programme provided in schools for those in their first year of teaching.

(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.

N/A

6. What is the role of your organisation in providing teacher CPD?

We do not *provide* CPD.

7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?

Yes.

Providers of CPD are:

- schools
- universities
- local authorities and consortia of local authorities
- private providers

(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?

The inspectorate carries out this function through their inspection of individual schools and through national surveys of particular aspects of education.

There is, as yet, no Code of Practice for CPD providers.

8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?

Only newly qualified teachers have financial support for their early professional development. All eligible new teachers are allocated a mentor to support them in their first year, funded by the government. They may also choose to follow the 'Masters in Educational Practice' also a fully funded government scheme. This provides 3 years of funding for CPD for each new eligible teacher.

After the above provision, individual schools commit their own resources to the development of their staff.

Some individual teachers may also choose to spend their own money on further CPD and qualifications.

9. Is CPD a requirement for upgrading membership class or registration category of a teacher?

No

10. Is CPD a requirement for annual or periodic renewal of membership/registration?

Yes. In 2012, GTCW introduced a 'Returning to Teaching' requirement for qualified teachers who had not practiced for 5 years and who wished to re-register. Such teachers are now required to undertake 10 days of professional updating before they can be registered. Any combination of supervised teaching, formal study or self-directed study (so long as self-directed study is not more than 5 days of the total) is acceptable. The updating is the responsibility of the individual who wishes to return to teaching.

All teachers have a general responsibility under the GTCW Code of Professional Conduct and Practice to *“keep their professional knowledge and skills up to date throughout their career”*

11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?

Yes.

In order for a person to be appointed to a headteacher post, they must have the 'National Professional Qualification for Headship' (NPQH). Award of this qualification used to be after an assessment following a specific course comprising leadership theory and practical experience. The NPQH is now awarded following an assessment-only process. A person will normally be in a senior position in a school and, in the opinion of the assessor, ready to take up a headship post within 3 years.

There are no national requirements for middle-level leaders in schools.

12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?

All schools must devote 5 days per year for professional development. Schools normally are responsible for organising the CPD content of the 5 days.

A new requirement is being introduced by the Welsh Government which will require schools to provide CPD that is of good quality, relevant to the professionals and relevant to the school.

There is no national system of credit for CPD.

13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?

All teachers will have the above 5 days per year.

14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?

Because of financial pressures, CPD is increasingly undertaken by teachers within schools, rather than at external courses. (Local authorities do not have the funding to run a programme of activities as they used to). Good practice is also shared between schools, for example, by designated 'Lead Practitioner' Schools supporting 'Emerging Practitioner' Schools.

Occasionally, schools may buy in a private provider with a particular expertise for a training event in a priority area.

Teachers will undertake their own self-directed study of their own volition.

15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?

Apart from the 'Masters in Educational Practice' for newly qualified teachers which has specified modules of study, there is no other national programme of CPD.

As mentioned above, the government gives individual schools responsibility for the development of their staff.

16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?
No. The inspectorate carries out this function as part of their inspection of individual schools and in national surveys of particular aspects of education.
(b) If yes, how is the assessment or monitoring done?
N/A
17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?
No.
All teachers will have the above 5 days per year.
18. Other general comments or information
<p>There are discussions going on in Wales regarding the possible introduction of:</p> <ul style="list-style-type: none"> • a professional portfolio for teachers' reflection and recording; • a Masters structure which would assist in giving recognition to middle level and senior leadership.

Appendix 4



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: Teaching Council of Ireland (TCI)

Name of contact person: Brendan O'Dea

Designation of contact person: Deputy Director

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1. (a) Does your organisation currently require teachers to undertake CPD?
Not currently. It is planned to introduce a CPD regime in 2016/2017 under the Teaching Council of Ireland legislation
(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.
N/A
(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.
Legislation is being rolled out on a phased basis. (1) Registration, (2) Accreditation of teacher education qualifications, (3) Fitness to Teach (4) CPD.
(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?
Yes. It has since been amended to strengthen the TCI powers.
2. How does your organisation define “teacher CPD”?

TCI have commenced the process of researching teacher CPD and consulting with all the parties involved in teacher CPD to define the framework and parameters of teacher CPD.

3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.

Not developed as of yet

4. How does your organisation determine what is accepted as CPD?

Not developed as of yet

5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?

Yes. The Government's Department of Education would play a particular role in identifying national focus areas for CPD.

(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.

Department of Education has overall responsibility for education in Ireland. It is also the main funder of education in Ireland. The Department will identify key national focus areas, e.g., literacy and numeracy, for CPD.

6. What is the role of your organisation in providing teacher CPD?

None currently. In the future, it will set overall standards and a national framework.

7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?

Yes. CPD is provided by State funded organizations, teacher unions and other bodies.

(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?

CPD provided by employers or State funded bodies is evaluated and monitored.

8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?

Employer/State funded CPD is undertaken during working hours free of charge with some out-of-school hours also available. CPD undertaken with selected other bodies is paid for by the teacher but they receive additional holidays in lieu.

9. Is CPD a requirement for upgrading membership class or registration category of a teacher?
Not currently. May be taken into consideration if a teacher is seeking promotion at work.
10. Is CPD a requirement for annual or periodic renewal of membership/registration?
11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?
It is not a compulsory requirement but appropriate leadership oriented CPD would be expected of candidates seeking leadership positions
12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
Not currently
13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?
This information is not available
14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
This information is not available
15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?
Teacher CPD is largely determined by the individual teacher. From time to time a national priority such as curriculum revision will involve compulsory CPD for all affected teachers.

16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?
Not at this time
(b) If yes, how is the assessment or monitoring done?
Not applicable
17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?
Not at this time
18. Other general comments or information
Teaching Council Ireland will be empowered to put in place a CPD framework for all registered teachers in the next 2 to 3 years. This is expected to radically alter the way teacher CPD requirements are identified and delivered.

Appendix 5



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: Jamaica Teaching Council

Name of contact person: Dr Winsome Gordon

Designation of contact person: Chief Executive Officer

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1. (a) Does your organisation currently require teachers to undertake CPD?
(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.
(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.
CPD was undertaken as a matter of routine and funded by the public budget
(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?
The law will provide for an identified number of hours of CPD
Yes. It has since been amended to strengthen the TCI powers.
2. How does your organisation define “teacher CPD”?
CPD is defined as in-service competency building for teachers

3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.
CPD covers curriculum areas, assessment and evaluation, school leadership, school development planning, research, gender sensitive teaching, behavior management, inclusive teaching (emphasis on special needs education), port folio development (inter alia)
4. How does your organisation determine what is accepted as CPD?
The CPD needs are determined by examinations outcomes, school inspection and school supervision. The organization is guided by requirements for accreditation.
5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?
No
6. What is the role of your organisation in providing teacher CPD?
Identifying training needs and prepare national training plans, mobilizing resources and partnerships and evaluate the outcomes of training. The organization maintains a database of trainers and trainees and provides training for trainers of trainers.
7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?
Yes
(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?
A frame work for quality assessment is being prepared
8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?
Training is subsidized heavily (about 90%)
9. Is CPD a requirement for upgrading membership class or registration category of a teacher?
Not at the moment but will be after the legislation is passed
10. Is CPD a requirement for annual or periodic renewal of membership/registration?
Same as above

11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?
Yes – all principals must undertake a leadership course run by the National College for Educational Leadership.
12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
Working towards establishing credit value for in-service training of teachers
13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?
About 40%
14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
Employer provided and peer support in the Quality Education Circles(QECs). QECs are groups of schools in a defined geographical area and the professionals works together.
15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?
Topics are determined by change in syllabi or curricula, results of inspection, results of examinations and results of supervision. Sometimes CPD is informed by successful innovations or social demand as in the case of the education of boys.
16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?
There is a monitoring and evaluation unit in the Ministry of Education. It is tasked to assess impact of training. However, the organization is building up its own capability
(b) If yes, how is the assessment or monitoring done?
Normally through feedback from the education officers who supervise schools as well as teachers and principals in review sessions.

Normally through feedback from the education officers who supervise schools as well as teachers and principals in review sessions.

No records required at this time

18. Other general comments or information

As soon as the Legislation of the Council is passed, the requirements for CPD will be identified and enforced.

Appendix 6



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: Council for the Teaching Profession of Malta

Name of contact person: Lawrence Azzopardi

Designation of contact person: Education Officer/ Secretary to the Council

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1. (a) Does your organisation currently require teachers to undertake CPD?

Yes

(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.

This requirement is based on current legislation and according to the agreement between the Malta Union of Teachers and teachers' respective employers which states the duration of CPD to be undertaken by teachers during the scholastic year.

(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.

(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?

The Education Act provides that the Council for the Teaching Profession promotes and encourage initiatives which ensure a CPD programme for warrant holders.

2. How does your organisation define “teacher CPD”?
3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.
4. How does your organisation determine what is accepted as CPD?
CPD does not fall within the Council for the Teaching Profession's remit in Malta
5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?
In Malta it is the employers' competence to organize CPD. The Council for the Teaching Profession is just an advisory body in this regards.
(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.
The Directorate for Quality and Standards in Education organizes CPD for state school teachers. Non-state schools organize CPD to their teachers.
6. What is the role of your organisation in providing teacher CPD?
The Directorate for Quality and Standards in Education organizes CPD for state school teachers. Non-state schools organize CPD to their teachers.
6. What is the role of your organisation in providing teacher CPD?
The Council for the Teaching Profession in Malta does not provide CPD to teachers as it is not within its remit
7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?
In Malta CPD on a compulsory basis is provided by the employer i.e. by the schools or by the Directorate for Quality and Standards in Education in the case of teachers teaching in state schools.
Other organisations such as the University of Malta provide CPD to teachers on a voluntary basis.

6. What is the role of your organisation in providing teacher CPD?
The Council for the Teaching Profession in Malta does not provide CPD to teachers as it is not within its remit
7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?
In Malta CPD on a compulsory basis is provided by the employer i.e. by the schools or by the Directorate for Quality and Standards in Education in the case of teachers teaching in state schools.
Other organisations such as the University of Malta provide CPD to teachers on a voluntary basis.
(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?
A training unit within the Directorate for Quality and Standards in Education is responsible for the CPD organized in house by its schools. There is no monitoring of CPD organised in Non State Schools
8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?
In Malta CPD for teachers is free of charge and is provided by the employer.
9. Is CPD a requirement for upgrading membership class or registration category of a teacher?
No
10. Is CPD a requirement for annual or periodic renewal of membership/registration?
11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?
The only CPD required is that for being appointed a Head of School for which position teachers should have obtained a Post Graduate Diploma in Education Administration and Management or an equivalent qualification in the subject. Teachers are requested to undertake CPD annually as per agreement between the Malta Union of Teachers and the respective employer. Having attended CPD would be an asset for teachers when applying for a promotion
12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
A teacher in a state school is obliged to follow annually at the end or at the beginning of a scholastic year a course of 12 hours organized by the Directorate for Quality and Standards in Education. During the scholastic year teachers the obligatory CPD is that of 6 hours.

13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?
We do not have such data but all teachers are obliged to undertake CPD as established by the Malta Union of Teachers and the respective employers.
14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
Employer provided programmes
15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?
Topics are determined by the employer.
16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?
No
(b) If yes, how is the assessment or monitoring done?
17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?
No
18. Other general comments or information

Appendix 7



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: New Zealand Teachers Council
Name of contact person: Barbara J Benson
Designation of contact person: Manager Teacher Education
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1. (a) Does your organisation currently require teachers to undertake CPD?

Yes we do.

(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.

We do but the level or amount is not a nationally prescribed requirement. See (c).

(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.

We do not want this to be compliance driven activity. We want it focused on meeting teacher's particular needs and on teacher professional growth.

(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?

Yes the Education Act spells out our leadership of the profession.

2. How does your organisation define “teacher CPD”?
It is the professional learning that a teacher does to impact upon their practice, to enhance the achievement of their learners.
3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.
<p>It may consist of a combination of the following:</p> <ul style="list-style-type: none"> • Conference attendance • One or several day professional courses • Academic study • Reading academic papers • Attending guest lectures/ presentations • Seminars on new pedagogical approaches or national assessment approaches • workshops on new pedagogical approaches or national assessment approaches • On line webinars • Professional mentoring
4. How does your organisation determine what is accepted as CPD?
We do not formally monitor teachers CPD. This is presented to their in school appraiser as part of the school's appraisal system. (Appraisal is a part of a performance management system)
5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?
No
(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.

6. What is the role of your organisation in providing teacher CPD?
We provide CPD for teachers around our national framework for teacher standards and how to meet these through the teacher's appraisal.
7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?
The Ministry of Education contracts external and private CLD providers to supply CLD for teachers.
(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?
They have contract targets to be met. Evaluation of the product by the attendees is a part of that.
8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?
Schools have money from the Ministry of Education to support teacher's CPD. It is adequate enough to ensure that every teacher employed in the schooling system generally gets some CPD annually. (Early childhood teachers are not all part of a publically funded system)
9. Is CPD a requirement for upgrading membership class or registration category of a teacher?
No
10. Is CPD a requirement for annual or periodic renewal of membership/registration?
It is a part of the appraisal system.
11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?
No a requirement but a very clear expectation.
12. Is there a minimum "quantity/quality" or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
No
13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?
We do not know this figure across all CPD undertaken in the country.

14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
Many like employer provided or funded because it guarantees them some form of CPD annually.
15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?
Our Governing Council determines what we will offer.
16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?
We evaluate our CPD programmes.
(b) If yes, how is the assessment or monitoring done?
Generally we employ an external contractor to do this.
17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?
No
18. Other general comments or information

Appendix 8



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: Queensland College of Teachers (QCT)

Name of contact person: Sue Lauer

Designation of contact person: Manager, Accreditation and Professional Standards

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1. (a) Does your organisation currently require teachers to undertake CPD?

Yes

(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.

We do but the level or amount is not a nationally prescribed requirement. See (c).

The requirement is based on legislation – Education (Queensland College of Teacher) Act 2005. Section 30 (1-6) specifies that the QCT must have a CPD Framework that describes the continuing professional development requirements for registered teachers.

The legislation can be accessed at <https://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducQCTA05.pdf> and the CPD Framework at http://www.qct.edu.au/PDF/PSU/CPDFrameworkPolicy_AmendedforAustralianStandards.pdf. The Framework was first introduced in 2008 and updated most recently in 2012.

(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.

(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?

Yes – Education (Queensland College of Teacher) Act 2005, as per example in (b) above

2. How does your organisation define “teacher CPD”?

The QCT Framework embeds the following principles:

- CPD involves critical reflection, development and strengthening of practice
- CPD is flexible, relevant and integral to an individual teacher's professional practice
- CPD acknowledges the importance of teacher scholarship and professionalism.

Key considerations for teachers undertaking CPD include appropriateness for the teacher's role, alignment with the Australian Professional Standards for Teachers, achievement of identified development goals through a range of activities, and potential impact on practice and student learning outcomes.

3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.

The following is an indicative list of what may be regarded as CPD (CPD Framework p.7)

- Development resulting from active contribution to education system initiatives, pilots, trials and projects
- Courses, workshops (including school-based), conferences, vacation schools or online courses relevant to teaching context
- Syllabus, curriculum and assessment professional development conducted by QSA or employer
- Training for and development from participation in national and state test marking, QSA and school-based teacher consistency of judgment procedures
- Preparation for and development resulting from formal presentations to colleagues on classroom practices, research findings or contemporary issues in education
- Leading school-based curriculum and/or policy development
- Preparation for and development through providing collegial professional support for preservice or beginning teachers as part of supervising/mentoring role
- Educational research/action research projects
- Active involvement in approved overseas teacher exchange, encompassing pre-preparation, on-site professional development and subsequent reporting
- Professional reading linked to activities such as research, preparation of articles, presentations to colleagues and professional practice
- Formal study leading to a qualification in education or field related to teaching area.

4. How does your organisation determine what is accepted as CPD?

The QCT determines what is accepted as CPD by referring to the CPD Framework, in particular, if the CPD leads to professional growth and achievement of learning goals, is relevant to a teacher's individual professional development plan, aligned to the standards and the three identified areas (employer directed and supported, school supported, and teacher identified CPD).

5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?

All teachers with full registration must meet the minimum requirement of 20 hours of CPD each year. Employers may have additional requirements, especially in relation to CPD specified in performance development frameworks.

(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.

Queensland teacher employers include

- Department of Education Training and Employment
- Independent Schools QLD
- Catholics Education Commission

and a wealth of smaller organisations and individual schools.

The QCT does not have access to information regarding how these employers set CPD standards.

6. What is the role of your organisation in providing teacher CPD?

The QCT provides a limited amount of CPD each year, primarily related to the roles and functions of the QCT; and registration and CPD requirements. The CPD is provided through annual face-to-face information workshops throughout Queensland. The QCT also provides web conferences on the same topics but tailored to specific audiences, for example, provisionally registered teachers, supply teachers, principals/administrators.

Teachers are also able to access information on the QCT website about CPD offered by stakeholders - <http://www.qct.edu.au/Renewal/CPDResources.html>

7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?
Yes – teachers are able to access CPD (online and face-to-face) from a range of providers, including employers, in Queensland, nationally and internationally.
(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?
The quality of CPD provided by employers or private organisations is not assessed or monitored by the QCT.
8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?
Teacher employers usually have an overall CPD budget for staff and they decide how the budget is allocated. It is up to employers to determine whether individuals are supported financially.
9. Is CPD a requirement for upgrading membership class or registration category of a teacher?
Provisionally registered teachers must do some CPD (amount not specified) in order to demonstrate Standard 6 when they apply to move to full registration. Teachers with full registration must meet the annual CPD requirement as part of their ongoing teacher registration.
10. Is CPD a requirement for annual or periodic renewal of membership/registration?
Yes – fully registered teachers have an annual CPD requirement of 20 hours. They must declare that they have met this requirement when they renew their registration every five years. Approximately 10% of teachers up for renewal each year are selected for a CPD audit. Provisionally registered teachers must do some CPD (amount not specified) in order to demonstrate Standard 6 when they apply to move to full registration.
11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?
Not required by the QCT but may be an employer requirement.

12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
Teachers in Queensland are required to undertake a minimum of 20 hours CPD each year. The CPD undertaken can either be employer directed and supported; school supported; or identified by the teacher. All CPD undertaken to meet registration requirements must be related to the Australian Professional Standards for Teachers.
13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?
All registered teachers who teach for 20 days or more in a year, must undertake CPD that year
14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
<p>The majority of CPD undertaken by Queensland teachers is employer directed or school-based. State (public) schools have three days set aside each year as 'pupil-free' days and much CPD takes place during these days. Many schools also provide CPD during scheduled staff meetings; and employers are increasingly making use of free web conferences before and after school hours as well as internet based short courses.</p> <p>The QCT offers CPD through a series of information workshops each year, as well as through web conferences.</p> <p>Teachers not employed full time make more use of free CPD available online from a range of providers</p>
15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?
<p>Employers and other education authorities determine their CPD priorities for a year and publish calendars and program registration dates and details for teachers.</p> <p>The QCT does not require stakeholder notification regarding CPD activities being offered.</p>
16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?
The QCT is not yet involved in assessing or monitoring the impact of CPD on teacher quality

(b) If yes, how is the assessment or monitoring done?
N/A
17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?
No
18. Other general comments or information

Appendix 9



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: Teachers Registration Board of South Australia

Name of contact person:

Designation of contact person:

Street address: Level 6, 70 Pirie Street Adelaide SA 5000

Postal address: PO Box 3649 Rundle Mall SA 5000

Telephone Nos.: 8226 2666

E-mail address: info@trb.sa.edu.au

Website: www.trb.sa.edu.au

1. (a) Does your organisation currently require teachers to undertake CPD?

Yes

(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.

From the beginning of 2013 all teachers in South Australia wishing to renew (full) Registration or Provisional Registration for one further term are required to undertake 60 hours of professional learning within their three-year term of registration referenced to the Australian Professional Standards for Teachers.

In October 2011, the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) endorsed a proposal regarding a nationally consistent approach with respect to eight key elements of teacher registration. One of these elements concerns renewal of registration.

(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.

N/A

(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?

No

2. How does your organisation define “teacher CPD”?

The Board defines professional learning as the many planned and unplanned learning opportunities, processes and experiences in which teachers engage both within their work time and their own time to continually build their capacities as professionals.

For the purposes of registration it is learning in which **all registered teachers** engage to further their professional growth.

Professional learning claimed for registration purposes must be over and above the normal expectations of a teacher's role and responsibilities (including preparation, planning, programming, assessment and recording) and must be referenced to the Australian Professional Standards for Teachers.

3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.

The Board respects a teacher's decisions to choose from a broad range of professional learning opportunities that support their individual plans for professional growth, meet the needs of the profession or equip them to support the learning of children and students now or in the future.

The approach taken by the Board is intended to provide sufficient flexibility to be inclusive of the range of employment and geographic contexts of teachers holding (full) Registration or Provisional Registration in South Australia.

The Board understands that employing authorities may require a teacher to complete specific types of professional learning. Such professional learning will be recognised for registration purposes as long as it is referenced by the teacher to the Australian Professional Standards for Teachers.

4. How does your organisation determine what is accepted as CPD?

Professional learning may include any of the examples outlined below and/or other examples identified by a teacher and referenced to the standards. The list of examples below is provided as a guide to clarify some of the types of professional learning that would meet the registration requirement however the list should not be regarded as exhaustive.

- Teaching and learning research or research of broader education issues
- Structured networking centred on education issues via working parties, committees, reference groups, advisory

Professional learning may include any of the examples outlined below and/or other examples identified by a teacher and referenced to the standards. The list of examples below is provided as a guide to clarify some of the types of professional learning that would meet the registration requirement however the list should not be regarded as exhaustive.

- Teaching and learning research or research of broader education issues
- Structured networking centred on education issues via working parties, committees, reference groups, advisory groups and other formal networks
- Online learning/ pod cast/e-learning, Intranet – based or multimedia learning etc
- Formal and informal training and mandated training e.g. MNT(Education and Care)
- Conferences, workshops, seminars
- Mentoring and coaching or being mentored e.g. pre-service teacher education students, registered teachers who are new to a role etc.
- Action research or action learning
- Working with the community to improve public understanding of educational topics or issues
- Post-graduate study or other further study, education sabbaticals etc
- Facilitation or delivery of professional learning opportunities
- Involvement in site-based professional learning e.g. student free days, school development days, PL workshops during staff meeting times etc.
- Active participation in professional learning opportunities offered by or as a member of education unions
- Active participation in professional learning opportunities offered by or as a member of professional associations
- Formal and informal curriculum professional learning e.g. ESL, ICT, Child Protection etc
- Organisational professional learning via local, national or international communities of practice
- Fellowships and scholarships
- Professional learning required by employers
- Professional reading/listening/viewing

5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?

Employers may have professional learning requirements eg Public school teachers are required to complete 37.5 hours of CPD per annum if employed full time

(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.
As above
6. What is the role of your organisation in providing teacher CPD?
The TRB provides limited CPD in the form of presentations/workshops designed to assist teachers in understanding registration requirements. The organization also sponsors a small number of teachers to attend conferences each year.
7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?
<p>The Australian Institute for Teaching and School Leadership (AITSL) provides a range of resources for professional learning.</p> <ul style="list-style-type: none"> • Australian Institute for Teaching and School Leadership (AITSL) - http://www.aitsl.edu.au/professionallearning/professional-learning.html <p>Australian Charter for the Professional learning of Teachers and School Leaders</p> <ul style="list-style-type: none"> • A teacher may wish to contact the organisations listed below in relation to professional learning. <p>Employers</p> <ul style="list-style-type: none"> • Department of Education and Child Development – http://www.decd.sa.gov.au/portal/staffinfo.asp (and type in a search for professional learning) • Catholic Education - http://www.cesa.catholic.edu.au/ • Association of Independent Schools of South Australia - www.ais.sa.edu.au <p>Professional Association Programs</p> <ul style="list-style-type: none"> • The Council of Education Associations of South Australia (CEASA) • A list of CEASA Professional Associations may be accessed on the CEASA website - http://www.ceasa.asn.au/associations/member-associations/ <p>Unions</p> <ul style="list-style-type: none"> • Australian Education Union - www.aeusa.asn.au • Independent Education Union of South Australia - www.ieusa.org.au <p>Teacher Education Providers</p> <ul style="list-style-type: none"> • Adelaide University - www.adelaide.edu.au • Flinders University - www.flinders.edu.au • University of South Australia - www.unisa.edu.au • Tabor Adelaide - www.taboradelaide.edu.au

(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?
Quality of CPD is not assessed or monitored by the TRB.
8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?
The TRB sponsors a small number of teachers to attend conferences each year. Teachers can choose from a range of CPD activities that are low cost and no cost. Teachers who wish to participate in other CPD do so through their own means or apply through an employer.
9. Is CPD a requirement for upgrading membership class or registration category of a teacher?
Engaging in professional learning is one of the 7 Standards which need to be met in order to change the status of registration from Provisional Registration to (full) Registration.
10. Is CPD a requirement for annual or periodic renewal of membership/registration?
Yes. Teachers are required to complete 60 hours of professional learning in order to renew their registration every 3 years.
11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?
The TRB is not involved in leadership appointments.
12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
See question 10
13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?
This is monitored on a 3 yearly cycle and applies to all registered teachers.

14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
The TRB has begun the CPD requirement however teachers are not due to report such information until end of 2015.
15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?
Any professional learning activities must be able to be referenced to the Australian Professional Standards for Teachers.
16. (a) Does your organization or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?
The TRB does not at present monitor this.
(b) If yes, how is the assessment or monitoring done?
N/A
17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?
No
18. Other general comments or information

Appendix 10



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: South African Council for Educators

Name of contact person: Tsedi Dipholo

Designation of contact person: Chief Operations Officer

Street address: 240 Lenchen Avenue, Centurion

Postal address:

Telephone Nos.:

E-mail address: info@sace.org.za

Website: www.sace.org.za

1. (a) Does your organisation currently require teachers to undertake CPD?

Yes. We have a system called Continuing Professional Teacher Development (CPTD) System

(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.

- (a) Section 5(b) of the SACE Act no.31 of 2000 (as amended by the Basic Education Laws Amendment Act (2011) mandate SACE to “manage a system for continuing professional development for all teachers in schools
- (b) The National Policy Framework on Teacher Education and Development (NPFTED) in South Africa details out the role of SACE in developing, managing and implementing the continuing professional teacher development system. More specifically, section 53 of this policy framework states that: “*the South African Council for Educators (SACE), as the professional body for professional educators, will have the overall responsibility for the **implementation, management and quality assurance** of the CPTD system. SACE will be provided with the necessary resources and support to undertake that role*”
- (c) This CPTD system mandate is further supported and enhanced by the Departments of Basic Education and Higher Education and Training's Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011 – 2025 which recognizes SACE's quality management role in terms of approving the providers and endorsing their professional development programmes.

<p>(d) National Development Plan released in August 2012.</p> <p>(a) The Plan acknowledges SACE as key role player in continuing professional development of teachers and the promotion of professional standards.</p> <ul style="list-style-type: none"> • In terms of teachers' participation in the various SACE endorsed professional development programmes the NDP states that <i>“On completion of the course or professional development activities, teachers should earn points towards meeting the Continuing Professional Teacher Development requirements of the South African Council for Educators (pp307-308)”</i> • with regard to providers offering professional development activities to educators, the Plan indicates that there is a need to: <i>“Allow a wide range of training providers to offer professional development courses for teachers, <u>subject to approval by the South African Council for Educators (pp307-308)</u>”</i> • The NDP also recognises teacher unions' role in providing professional development by indicating the need to: <i>“Assist unions in developing the capacity to implement continuous professional development strategies for their members. <u>Over time, accredit professional development institutes linked to unions so that they can offer continuous professional development that earns points towards meeting the Continuing Professional Teacher Development requirements of the South African Council for Educators”</u></i>
<p>(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.</p>
<p>N/A</p>
<p>(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?</p>
<p>Yes, section 5(b) of the SACE Act no.31 of 2000 as amended by the Basic Education Laws Amendment Act (2011)</p>
<p>2. How does your organisation define “teacher CPD”?</p>
<p>We base our teacher CPD on Bubb and Early (2005) - “an on-going process encompassing all formal and informal learning experiences that enable all staff in schools, individually and with others, to think about what they are doing, enhance their knowledge and skills and improve ways of working so that pupil learning and wellbeing are enhanced as a result. It should achieve a balance between individual, group, school, and national needs; encourage a commitment to professional and personal growth, and increase resilience, self-confidence, job satisfaction and enthusiasm for working with children and colleagues”</p> <p>In the light of this we see teacher CPD as Professional knowledge, skills and values enhancing the quality of teaching and learning in the classroom, Achieving individual, school and national need, Creating opportunities for adult learning (professional education, training, learning and support activities*) Leading and managing people's development (make CPD work), means: Providing structures and procedures to coordinate development opportunities, and help staff develop and improve their workplace performance</p>

3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.

Teachers engage in three kinds of **SACE Endorsed** Professional Development (PD) activities / programmes:

- Teacher initiated activities (**Personal Development – mentoring/coaching, action research, reading, attending workshops, listening attending conferences, participating in subject committee and/or Professional Learning Communities**)
 - School initiated activities (**School – Based professional development**)
 - Externally initiated (**offered largely by the SACE approved providers – short courses, skills programmes, full qualifications, workshops**)
- Teachers have to earn their Professional Development Points from each of the three types of Professional Development Activities
 - In this way the CPTD Management System will encourage and recognise:
 - what educators do on their own to develop themselves and improve learning,
 - what educators do as part of the school collective to develop themselves and improve teaching, learning, assessment and service to the community and
 - what educators do to develop themselves and improve teaching, learning, assessment and service to the community by taking advantage of good quality services provided by employers, unions, professional associations, HEIs and others

4. How does your organisation determine what is accepted as CPD?

Through an evaluation process. All submitted programmes are evaluated against a fitness of purpose and fitness for purpose criteria. In addition, SACE has a schedule of what counts a school-based and personal professional development for teachers.

5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?

No

(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.

6. What is the role of your organisation in providing teacher CPD?

“SACE IS NOT A PROVIDER OF CONTINUING PROFESSIONAL DEVELOPMENT”

The CPTD Management System will not provide professional development activities to teachers. It will help SACE to work with teachers and providers to improve the provisioning and uptake of professional development activities/programmes and manage that.

In this way the CPTD System will recognise all useful teacher development activities

- ☐ By approving quality and credible professional development providers
- ☐ By endorsing relevant and good professional development quality activities and programmes
- ☐ By allocating professional development (PD) points to such activities
- ☐ By crediting each teacher's CPTD account / record with the PD points they have earned

7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?

Yes. SACE approves the following teacher CPD providers:

- 9 x Provincial Education Departments (Biggest Public employer)
- Other government departments providing professional development to teachers (e.g. department of health / safety and security etc)
- 5 x Teacher Unions
- Private Providers
- Professional Associations
- Higher Education Institutions (universities, universities of technology and others)
- NGOs
- Schools
- Independent School Associations (Employer for teachers in private schools)
- Others

(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?

Firstly

- Providers must be *SACE approved*
- to offer *SACE endorsed* activities
- for which participating teachers get *PD points*
- These are three separate operations

Secondly

- **Approval** is a decision by SACE that a provider meets its criteria and is fit to offer quality PD activities
- All providers must apply for SACE approval when they submit activities for endorsement
- Only “SACE Approved Providers” may provide SACE endorsed PD activities

The approval criteria:

- Purpose Statement
- Financial Viability
- Tax Clearance Certificate
- Physical Resources
- Facilities for Programme Delivery
- Staff expertise, qualifications and skills
- Track Record / Evaluation / References

The provider approval status means the provider:

- has met SACE's criteria for approval of providers
- has signed up to SACE's Code of Practice for providers
- is fit to offer professional development activities endorsed by SACE

Thirdly: SACE requires of approved providers to submit various professional development programmes and activities for endorsement purposes. Endorsement is a term introduced by the NPFTED alongside the introduction of the CPTD system. It includes a process of examining the quality of an activity with respect to how it contributes to the professional development of the teacher. This process also involves a process of evaluating professional development programmes/activities against a set of criteria and coming up with a recommendation to the endorsement sub-committee. SACE's Endorsement Sub-committee will certify that the activity meets each of the SACE criteria at a satisfactory level and endorse the proposed activity for a maximum of three years. The SACE Approved Provider may offer the endorsed activity for a maximum of three years

<p>SACE has 54 evaluators responsible for the evaluation of providers and professional development programmes</p> <p>Endorsement Criteria</p> <ul style="list-style-type: none"> • Fitness of Purpose • Fitness for Purpose <p>We are also moving towards a principle that says: “Only SACE-endorsed activities offered by SACE approved providers should be funded by employers’</p>
<p>8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?</p>
<ul style="list-style-type: none"> - Some are funded through earmarked teacher development funding – Department of Basic education / 9 x Provincial Education Departments / Independent Schools Employers - Some are funded through the skills development funds as per the requirements of the Skills Development Act and Skills Development Levies Act <p>Others fund for themselves</p>
<p>9. Is CPD a requirement for upgrading membership class or registration category of a teacher?</p>
<p>Not at present</p>
<p>10. Is CPD a requirement for annual or periodic renewal of membership/registration?</p>
<p>Not at present</p>
<p>11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?</p>
<p>Not at present</p>
<p>12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?</p>
<p>Teachers have to earn 150 professional development points over a three year cycle. Teachers have to earn the 150 points across the three types of professional development (See section 3 of this questionnaire). PD Points are generally linked to the duration of the programme / activity.</p>

13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?

The CPTD system is being implementation in line with the three identified cohorts as follows:

- **First cohort:** Principals and Deputy principals from January 2014 onwards
- **Second cohort:** Heads of Departments (HODs) – from January 2015 onwards
- **Third Cohorts:** PL 1 Teachers – from January 2016 onwards

Currently, it is only the 35 000 principals and deputy principals who have started with their 1st year of the three year CPTD cycle. They report their participation in three types of Professional Development programmes/activities twice a year – May/June and October/November

By June 2014, 35% reported on their participation in various PD programmes / activities

14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?

Self-directed (teacher initiated), followed by employer and teacher union driven

15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?

SACE informs the provider community of the current developmental needs so that the programmes are demand driven

16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?

Monitoring and support is done through school visits, by our evaluators, where participation in various types of PD activities is monitored through individual teachers' (principals currently) professional development portfolio
We will do impact study after every three year cycle.

(b) If yes, how is the assessment or monitoring done?

We have the CPTD monitoring and evaluation framework and tools. Monitoring and support is done through school visits, by our evaluators, where participation in various types of PD activities is monitored through individual teachers' (principals currently) professional development portfolio.

In addition, provider site visits are done by the evaluators to check the approval and endorsement application made against the actual. The CPTD Information System is also being used to monitor the CPTD system as whole and draw the necessary reports.

17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?

No

18. Other general comments or information

We have the CPTD self-service web portal on the CPTD information system. It serves as an administrative component of the CPTD system and teachers use the web portal to:

- Update their personal details on a regular basis;
- Upload and track their own participation in professional development activities / programmes and points earned
- Access database of the SACE Approved Providers and SACE Endorsed PD activities / programmes
- Work on the online professional development portfolio
- Log and track a query /report and track a problem reported to SACE

Teacher can access the self-service portal through:

- SACE Website (www.sace.org.za)
- Mobisite (www.sace.cptd.gov.za)
- CPTD Self-Service Walk-in Centre at SACE
- Cellphone App (being developed)

Appendix 11



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: Teachers Service Commission, Kenya.

Name of contact person: Hilary J. Lukhafwa

Designation of contact person: Senior Deputy Director (Quality Assurance&Standards.

Street address: Kilimanjaro

Postal address:Private Bag

Telephone Nos.:+254202892000

E-mail address:hlukhafwa@yahoo.com, tsc.go.ke

Website:www.tsc.go.ke

1. (a) Does your organisation currently require teachers to undertake CPD?

Yes.

(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.

The requirement is based on legislation: Teachers Service Commission Act 2012.

(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.

(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?

Yes.

2. How does your organisation define “teacher CPD”?

Continuous Training of teachers while in service. Teachers are expected to undertake Teacher Professional Development and issued with a renewable Teaching Certificate at a period determined by the Commission from time to time.

<p>3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.</p>
<ul style="list-style-type: none"> • Leadership and Management in Education . • Financial Management in Education Institution. • Guidance and Counselling in Educational Institutions. • Assessment and Evaluation. • ICT Integration in Education . • Enhancement of Pedagogical Skills.
<p>4. How does your organisation determine what is accepted as CPD?</p>
<p>By Continuously undertaking Needs Assessment .</p>
<p>5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?</p>
<p>Yes.</p>
<p>(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.</p>
<ul style="list-style-type: none"> • Kenya Institute of Curriculum Development . • Teacher Training Institutions (Faculties of Education). • Ministry of Education .
<p>6. What is the role of your organisation in providing teacher CPD?</p>
<p>Regulation and Certification.</p>
<p>7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?</p>
<p>Yes.</p>
<p>(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?</p>
<p>The Commission monitors both Private and Public Educational Institutions.</p>

8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?
The teachers and the Commission contributes to CPD.
9. Is CPD a requirement for upgrading membership class or registration category of a teacher?
Registration and Promotion.
10. Is CPD a requirement for annual or periodic renewal of membership/registration?
Yes.
11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?
Yes.
12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
Yes.
13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?
About 50%.
14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
Self-directed.
15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?
Modular form determined by the Commission.

16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?
Yes.
(b) If yes, how is the assessment or monitoring done?
Yes.
17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?
Yes.
18. Other general comments or information
The Teachers Service Commission CPD is in the formative stage.

Appendix 12



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: Education Service Commission

Name of contact person: Beatrice Kabwa

Designation of contact person: Ag. Commissioners, Education Service

Street address: Parliament Avenue

Postal address: P.O. BOX 7196 Kampala, Uganda

Telephone Nos.: 0772416773

E-mail address: bkabwa@yahoo.com

Website: <http://www.esc.go.ug>

1. (a) Does your organisation currently require teachers to undertake CPD?
b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.
Yes it is based on legislation. Articles 167 and 168 of the constitution of Uganda gives mandate to Education Service Commission to Review terms and conditions of service, Standing Orders, training and qualifications of Public officers in the Education Service.
(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.
(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?
Yes

2. How does your organisation define “teacher CPD”?
CPD is professional growth of a teacher in active service both vertically and horizontally,
3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.
<ul style="list-style-type: none"> • Upgrading to improve qualifications, • Refresher courses to broaden and improve on performance in specific areas. • Planned induction courses. • Workshops and seminars.
4. How does your organisation determine what is accepted as CPD?
<p>In depth content of Teaching subjects</p> <p>Teachers must be trained from higher institutions of learning</p>
5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?
No
(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.
6. What is the role of your organisation in providing teacher CPD?
The commission establishes standards for recruitment, training and professional growth.
7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?
No
(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?

8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?
No. A few are funded but the majority sponsor themselves.
9. Is CPD a requirement for upgrading membership class or registration category of a teacher?
Yes, if CPD has resulted in attainment of higher qualifications
10. Is CPD a requirement for annual or periodic renewal of membership/registration?
No
11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?
Yes
12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
No
13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?
No available statistics because the majority pay for themselves
14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
Self-directed reading, short term courses by Education institutes.
15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?

Each Education institution takes up topics it deems relevant to CPD and does not contact the organization before giving teachers training.

16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?

No

(b) If yes, how is the assessment or monitoring done?

17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?

Yes

18. Other general comments or information

Appendix 13



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: National Teaching Council of Ghana

Name of contact person: Emmanuel Tawiah Aboagye

Designation of contact person: Deputy Executive Secretary

Street address:

Postal address:

Telephone Nos.:

E-mail address:

Website:

1. (a) Does your organisation currently require teachers to undertake CPD?
YES
(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.
IS BASED ON POLICY FRAMEWORK. THAT IS PRE-TERTIARY TEACHER PROFESSIONAL DEVELOPMENT AND MANAGEMENT IN GHANA
(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not?
N/A
(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?
YES

THE QUALITY OF EDUCATION THAT TEACHERS NEED AND THE SYSTEMATIC SUPPORT FOR THEIR PROFESSIONAL GROWTH AND DEVELOPMENT TO REAP THE FULL POTENTIAL OF TEACHERS IN THEIR CONTRIBUTION TO QUALITY EDUCATION.

3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.

Minimum Years of Service on rank	Career Level	Competency Description	Training Needs
Minimum Years of Service on rank	Beginning Teacher (Diploma) Professional Beginning Teacher (Graduate)[1] Professional	Has acquired basic knowledge and skills in teaching from an accredited training institution and capable of performing basic functions of a classroom teacher under supervision and guidance, such as preparation of lesson notes, preparation of TLMs for effective lesson delivery. Classroom management. In addition, Beginning Teachers are to pass a prescribed examination and satisfy an appraisal from their Heads.	<ol style="list-style-type: none"> 1. Induction Training (Mandatory): <ol style="list-style-type: none"> a. Coping strategies (managing relationship) b. Conditions and rights of employment c. Classroom and school facility management d. Time management e. Use of ICT in teaching and learning f. Introduction to INSET programme 2. School and Cluster Based INSET (Mandatory) <ol style="list-style-type: none"> a. Must be able to attend at least 4 SBI and 2 CBI Within a year b. Facilitate at least 1 SBI in their school within a year 3. Orientation for New Teachers by Head of Schools, HoD and CS

	Non-Professional Diploma Non-Professional Graduate Non-Professional Technical	Has acquired some passes in WASSCE /CERTIFICATE II examination (TVET). At least credit passed in English language and Mathematics and two passes in elective subjects including higher certificates.	<ol style="list-style-type: none"> 1. Induction Training 2. Teaching Methods 3. Special and inclusive education 4. Lesson Plan Preparation 5. Classroom and School Facility Management 6. Educational Psychology 7. Introduction to Assessment
3	Licensed Teacher (LT) (Diploma) Licensed Teacher (LT) (Graduate)	Has met requirements for licensing after completing an accredited programme of induction and can perform professional responsibilities such as managing classrooms, good lesson delivery and design, prepare and use TLMs to enhance learning outcomes under minimal supervision and guidance. Plus effective in-school and community relationships.	<ol style="list-style-type: none"> 1. Basic Management Skills Training 2. Assessment Training 3. Basic Teaching Methods and Managing Challenging Topics 4. Communication Skills 5. Basic ICT Training 6. Subject Contents Training (KG, Prim., JHS and Sec / Tech schools)

4	Senior Teacher (Diploma & Graduate)	Can perform professional responsibilities (at School or Cluster levels). Is capable of offering guidance, mentoring and coaching to other teachers at School, Cluster and Circuit level. Mastery of "subject" contents to teach. Effective in-school and community relationships management	<ol style="list-style-type: none"> 1. Guidance and Counseling Training 2. Basic Mentoring and Coaching Skills Training 3. Managerial and Leadership Skills Training (including Educational Policies, Introduction to Financial Administration and Appraisal Skills) 4. ICT in Teaching and Learning 5. Data Collection, Interpretation and Analysis Training 6. Subject Contents (Curriculum Issues)
4	Principal Teacher (Diploma & Graduate)	Can serve as a head of basic school and /or a resource person, coach other teachers and implement strategies that lead to improving classroom teaching and learning in a School.(as well as inclass and community relationships) Able to interpret and implement educational policies. Ability to mobilise resources, to have negotiation skills, writing of proposal.	<ol style="list-style-type: none"> 1. School Leadership and Management Training (including Monitoring and Evaluation) 2. Management of INSET (SBI / CBI, etc.) 3. Mentoring and Coaching Skills 4. Financial Administration Training 5. Leadership for Change

3	Senior Principal Teacher (Graduate)	Can serve as Assistant head of a Senior High School. Able to initiate and manage change in basic and Senior High School. Ability to conduct research in education. Able to coach teachers in Senior High Schools.	<ol style="list-style-type: none"> 1. Legal regulatory framework 2. School Financial Management 3. Human Resource Management 4. skills in evidence -based research 5. Mentoring and professional skills 6. Proficiency in ICT.
4	Chief Principal Teacher (Graduate)	Can serve as a head of senior high school. Demonstrate high level instructional and administrative leadership qualities and capable of formulating comprehensive strategies for implementing change at schools. Visible evidence of playing significant leadership role in community development within area of jurisdiction. Provide advice to MoE/GES on educational issues. Provide technical advice to support MMDAs on educational matters.	<ol style="list-style-type: none"> 1. ICT training 2. Financial Administration and Management Training 3. Resource Mobilization and Management Training including Proposal Writing. 4. Communication Training. 5. Training on Educational Policies. 6. Training on Monitoring and Evaluation.

3	Director	Capable of managing schools and education staff at district level to secure qualitative improvements in schools. Visible evidence of playing significant leadership role in community development within area of jurisdiction.	<ol style="list-style-type: none"> 1. Tactics for Becoming an Empowering Leader 2. Creative Problem Solving: Innovative and Creative Leadership 3. Conflicts Management 4. Strategic Leadership: Knowledge Management and the Learning Organization 5. ICT Training
4	Principal Director	Highly skilled manager of education capable of developing and implementing system-wide strategies for school improvement at first and second cycle. Demonstrates strong education leadership qualities for system-wide management. (including the community/nation)	<ol style="list-style-type: none"> 1. ICT training 2. Financial Administration and Management Training 3. Resource Mobilization and Management Training including Proposal Writing. 4. Communication Training. 5. Training on Educational Policies. 6. Training on Monitoring and Evaluation.
<p>[1] Both graduate and diploma teachers undergo Induction and required initial INSET programmes as Beginning/NEW Teachers. . [2] Non-Professional Teacher should attain professional status within the first 3 years before becoming a license teacher. [3] Licensed Teacher (Diploma) requires at least four years to move to the next level (Senior Teacher II) whiles the Licensed Teacher (Graduate) requires at least three years in performance.</p>			

4. How does your organisation determine what is accepted as CPD?
YES, IS BASED ON THE CAREER LEVEL AND THE COMPETENCY NEEDED TO ACQUIRE BEFORE LICENSING
5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?
YES
(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.
<p>THE UNIVERSITIES AND OTHER DIPLOMA AWARDING INSTITUTIONS FOR EXAMPLE COLLEGES OF EDUCATION HAVE COURSES ONE NEEDS TO TAKE IN ORDER TO BE AWARDED A DEGREE /CERTIFICATE IN EDUCATION. THIS IS A PREREQUISITE FOR ANY TEACHER WHO NEEDS A LICENSE.</p> <p>EXAMPLE:</p> <p>REQUIREMENTS OF THE DEPARTMENT OF BASIC EDUCATION OF THE UNIVERSITY OF CAPE COAST IN GHANA.</p> <p>PROGRAMMES:</p> <p>The department mounts both sandwich and regular programmes, which lead to Certificate, Diploma, Bachelor of Education Degree and a Post Graduate Degree.</p> <p>A. 4-year Bachelor of Education programmes</p> <p>The department runs B.Ed (Basic Education) and B.Ed (Early Childhood Education). Both are 4-year pre-service professional development programmes which are prepared for:</p> <ul style="list-style-type: none"> i. SSSCE/WASSCE Holders ii. GCE 'A' Level Holders iii. Matured Candidates

B. A 3-year B.Ed (Post Diploma) in Basic Education

The 3-year programme upgrades teachers with relevant qualifications to degree level.

C. 2-year M.Phil in Basic Education

This programme is for graduates who possess first degree with education background. The objective is to produce qualified personnel with proper orientation and understanding of the Basic school system to teach colleges of education, and to manage and supervise schools.

D. 2-year Certificate and 3-year Diploma Sandwich programme

These two programmes are run during the long vacation period (June-July). They are designed to provide a pre-service/in-service professional development training in Early Childhood Education. The programmes are prepared for:

- i. SSSCE/WASSCE Holders
- ii. GCE 'O' Level Holders
- iii. Teachers Cert 'A' Holders
- iv. Matured Candidates

B.Ed (Basic Education)

Department Of Basic Education

Admission Requirements

Post-Senior Secondary School Candidates

Candidates must have passes in Core Mathematics, Core English and Integrated Science or Social Studies

In addition, candidates must have passes in three (3)

elective subjects selected from category a, b, or c.

(a) Literature in English, Ghanaian Language (Akan/ Ewe/ Ga), Religious Studies, History, French

(b) Elective Mathematics, Geography, Economics

(c) Elective Mathematics, Physics, Chemistry, Biology

Post Diploma Candidates (Evening Classes)

Candidates for the Post-Diploma B.Ed. (Basic Education) programme should have G.C.E. 'O' Level passes in English and Mathematics.

The Diploma obtained should be in a subject taught at the Basic School level.

Mature Candidates

Candidates will be required to write a paper in:

- a) One subject in one of the areas specified below:
 - i. English, Religious & Moral Education, Social Studies, Ghanaian Language (Akan/Ewe/Ga), French.
 - ii. Social Studies, Mathematics.
 - iii. Mathematics, Integrated Science
- b) Special Paper
- c) General Paper

First Semester**Course Code No. of Credits Course Title**

ENG 105A	3	Communicative Skills I
ASP	2	African Studies
IRC 101	1	Information Retrieval
EBS 111	3	Early Childhood Care and Development
EBS 101	3	Basic Mathematics I
EBS 105	3	Integrated Science I – Living and Non-Living things
EBS 106	3	Integrated Science II – Air and Soil
EBS 103	3	Introduction to Religious and Moral Education
EBS 109	3	Foundations of Social Studies
ENG 101	3	The Use of English

FRE 101	3	Language Use and Structure I
GHL 101	1	Introduction to Linguistics
GHL 102	1	Akan/Ewe/Ga Language Usage (Orthography)
GHL 103	1	Introduction to Literature I
CLA 101	2	Introduction to Greek Civilization
PHL 101	2	Problems of Philosophy

Second Semester

Course Code No. of Credits Course Title

ENG 105B	3	Communicative Skills II
ASP	2	African Studies
Liberal	2	Liberal Studies
EBS 112	2	Introduction to the Education of Children with Special Needs
EBS 113	2	Psychology of Learning and Instruction
EBS 102	3	Basic Mathematics II
EBS 107	3	Integrated Science II- Producing New Entity
EBS 108	3	Integrated Science IV – Force, Motion and Energy
EBS 104	3	Critical Issues in Religious and Moral Education
EBS 110	3	Geography of Ghana
ENG 111	3	Principles of Prose Fiction
FRE 102	3	Language Use and Structure II

GHL 104	1	Introduction to Linguistics II
GHL 105	1	Akan/Ewe/Ga Language Usage (Writing System)
GHL 106	1	Introduction to Literature II
CLA 102	2	Introduction to Roman Civilization
PHL 102	2	Introduction to Moral Philosophy

Level 200

First Semester

Course Code No. of Credits Course Title

EDF 201	3	Social and Philosophical Foundations of Education
EPS 202	2	Educational Psychology
EBS 211	3	Curriculum Studies in Basic Education
EBS 212	3	Fundamentals of Teaching Reading
EBS 214	3	Mathematics for Basic School Teachers
EBS 215	3	English for Basic School Teachers
EBS 216	3	Integrated Science for Basic School Teachers
EBS 217	3	Ghanaian Language for Basic School Teachers
EBS 218	3	Environmental & Social Studies for Basic School Teacher
EBS 201	3	Algebra I and Trigonometry
EBS 203	3	Biblical Studies for Basic School Teachers (Old Testament)
EBS 205	3	Integrated Science V – Foods and Liquids

EBS 207	3	Principles of Economics
ENG 201	3	The Sentence and Its Parts
FRE 201	3	Language Use and Structure III
GHL 202	3	Akan/Ewe/Ga Language Usage (Essay Writing)

Second Semester

Course Code No. of Credits Course Title

EBS 209	2	Principles and Practice of Education
EBS 210	3	Psychology of Childhood
EBS 213	3	General Methods of Teaching in Basic School
EBS 219	2	Managing the Pre-school
EBS 214	3	Mathematics for Basic School Teachers
EBS 215	3	English for Basic School Teachers
EBS 216	3	Integrated Science for Basic School Teachers
EBS 217	3	Ghanaian Language for Basic School Teachers
EBS 218	3	Environmental & Social Studies for Basic School Teachers
EBS 202	3	Algebra II and Calculus
EBS 204	3	Biblical Studies for Basic School Teachers (New Testament)
EBS 206	3	Integrated Science VI – Electrostatics, Current Electricity and Light
ENG 202	3	Forms and Functions of the English Clause
FRE 202	3	Language Use and Structure IV
GHL 205	3	Akan/Ewe/Ga Language Usage (Translation) I
EBS 208	3	History of Ghana

First Semester

Course Code No. of Credits Course Title

EMT 390A	3	Micro-Teaching I
EBS 309	3	Educational Assessment in Basic Schools
EBS 314E	3	Methods of Teaching English Language in Basic Schools
EBS 314F	3	Methods of Teaching French in Basic Schools
EBS 314G	3	Methods of Teaching Ghanaian Language In Basic Schools
EBS 314I	3	Methods of Teaching Integrated Science in Basic Schools
EBS 314M	3	Methods of Teaching Mathematics in Basic Schools
EBS 314R	3	Methods of Teaching Religious and Moral Education in Basic Schools
EBS 314S	3	Methods of Teaching Environmental and Social Studies in Basic Schools

Second Semester

Course Code No. of Credits Course Title

EBS 310	2	Ghanaian Language as a Medium of Instruction
EBS 313	3	Research Methods in Basic Education
EBS 315	3	Pedagogy in Primary School Mathematics
EBS 312	3	Educational Statistics
EBS 302	3	Statistics II and Vectors
EBS 304	3	Introduction to African Religious and Ethical Ideas for Basic School Teachers
EBS 306	3	Integrated Science VIII – Reproduction in Mammals
EBS 308	3	Environmental Issues in Social Studies
FRE 312	3	Language Use and Structure VI
EBS 214	3	Mathematics for Basic School Teachers
EBS 215	3	English for Basic School Teachers
EBS 216	3	Integrated Science for Basic School Teachers

EBS 217	3	Ghanaian Language for Basic School Teachers
EBS 218	3	Environmental & Social Studies for Basic School Teachers
EBS 301	3	Statistics I
EBS 303	3	Islamic Studies for Basic School Teachers
EBS 305	3	Integrated Science VII – Circulatory System
EBS 307	3	Reproductive Health and Population Issues In Ghana
ENG 311	3	Contemporary African Writing
FRE 301	3	Language Use and Structure V
GHL303	3	Akan/Ewe/Ga Language Usage

First Semester

Course Code No. of Credits Course Title

EDF 401	3	Development and Management of Education in Ghana
EFE 490	3	Field Experience
EPS 412	3	Guidance and Counseling
EBS 410	3	Basic School Administration and Supervision
EBS 412	3	Education of Children with Learning Disabilities
EBS 401	3	Mathematical Investigations
EBS 403	3	Psychological Perspective in Religious Studies
EBS 405	3	Integrated Science IX – Chemical Reactions
EBS 407	3	The Physical Environment
ENG 401	3	Structure and Style
FRE 401	3	Language Use and Structure VII
GHL 402	3	Akan/Ewe/Ga Language Usage III (Translation)

Second Semester

Course Code No. of Credits Course Title

EBS 409	3	School Community Participation in Basic Education
EBS 411	3	Contemporary Issues in Basic Education
EBS 413	3	Mainstreaming Children with Special Needs
EBS 414	3	In-Service Education for Teachers
EBS 499	3	Project Work
EBS 404	3	Contemporary Issues in Religious and Moral Education
EBS 406	3	Integrated Science X – Malaria, Diarrhea, and Structure and Care of the Eye
EBS 408	3	Ghana and Foreign Relations
ENG 402	3	Varieties of English
FRE 411	3	Language Use and Structure VIII
GHL 409	3	Akan/Ewe/Ga Language Usage II (Comprehension and Summary)

SOURCE: University of Cape Coast, Department of Basic Education, **Admission Requirements**, Retrieved 23/09/14 <http://ucc.edu.gh/academics/view/2/departement/22/programme/765>,

6. What is the role of your organisation in providing teacher CPD?

OUR ORGANISATION, WHICH IS THE NTC, IS RESPONSIBLE FOR SETTING THE PROFESSIONAL STANDARDS AND CODE OF PRACTICE FOR PROFESSIONAL DEVELOPMENT, REGISTRATION AND LICENSING OF TEACHERS.

7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?

YES

(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?

MOST OF SUCH ORGANISATIONS/INSTITUTIONS ARE AFFILIATED TO PUBLIC INSTITUTIONS WHICH HAVE BEEN GIVEN ACCREDITATION BY THE NATIONAL ACCREDITATION BOARD. THESE PUBLIC INSTITUTIONS ASSESS AND MONITOR THE TEACHER CPD COURSES WHICH ARE TAUGHT BY THESE PRIVATE INSTITUTIONS.

8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?

TEACHERS ARE SUPPORTED FINANCIALLY BY THE MINISTRY OF EDUCATION

9. Is CPD a requirement for upgrading membership class or registration category of a teacher?

YES

10. Is CPD a requirement for annual or periodic renewal of membership/registration?

YES

11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?

YES

12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?

YES, CHECK THE INPUT FOR QUESTION 3

13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?

WE ARE AT THE PILOTING STAGE

14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?

PROGRAMMES PROVIDED BY THE REGULATOR

<p>15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?</p>
<p>NTC DEVELOPS THE COURSE MODULES AND CALENDAR IS PUBLISHED AND CIRCULATED TO STAKEHOLDERS INDICATING THE TIME FOR EXAMINATION FOR THE NEW TEACHERS (THOSE WHO HOLD PROVISIONAL LICENSE) AND THE PERIOD FOR PORTFOLIO ASSESSMENT FOR THE LICENSED TEACHERS.</p>
<p>16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?</p>
<p>YES</p>
<p>(b) If yes, how is the assessment or monitoring done?</p>
<p>NTC SERVES AS EXTERNAL ASSESSOR FOR THE EXAMINATION AND PORTFOLIO BUILTS BY THE TEACHERS. OTHERS ASSESSORS ARE HEAD OF SCHOOL, HEAD OF DEPARTMENT, CIRCUIT SUPERVISOR(S), COLLEGE TUTORS, TRAINING OFFICERS, DISTRICT DIRECTORS OF EDUCATION, MENTORS ETC.</p>
<p>17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?</p>
<p>YES</p>
<p>18. Other general comments or information</p>
<p>NTC IS VERY NEW AND WE ARE STILL PILOTING THE FRAMEWORK OF THE TEACHER CPD. YOU WILL BE INFORMED IF WE CHANGE ANYTHING AFTER THE PILOTING.</p>

Appendix 14



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: Teachers Registration Council of Nigeria

Name of contact person: Professor Steve Nwokeocha

Designation of contact person: Director of Professional Operations

Street address: 12 Oda Crescent, Off Aminu Kano Crescent, Wuse 2, Abuja

Postal address: PMB 526 Garki

Telephone Nos.:

E-mail address: info@trcn.gov.ng

Website: www.trcn.gov.ng

1. (a) Does your organisation currently require teachers to undertake CPD?
YES
(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.
Both law and policy
(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.
(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?
YES

2. How does your organisation define “teacher CPD”?
A life-long qualitative enhancement in the knowledge, skills and behaviour of teachers after initial education.
3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.
All subject matters normally covered under initial teacher education programme plus emerging themes.
4. How does your organisation determine what is accepted as CPD?
There is a requirement for all CPD service providers in the country to send programme content and other relevant details to TRCN. TRCN in turn, ensures that the programme content comply with stipulated scope of CPD and other national standards.
5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?
Yes, but the law makes TRCN the apex body for determining standards for the teaching profession. Therefore, where CPD standards by other organisations are in conflict with standards set by TRCN, the standards set by these other organization normally becomes null and void.
(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.
<ul style="list-style-type: none"> - National Teachers Institute (NTI) - Universal Basic Education Commission (UBEC) - State Governments (as employers of teachers), etc. <p>The NTI is a key national agency mandated by law to train and retrain teachers; The UBEC is a major national agency used to fund basic education and it gives financial grants and standards to States for training and retraining of teachers; and The State Governments are key employers of teachers in their respective states and finance the CPD of teachers and as such often stipulate standards for the CPD of their teachers.</p>

6. What is the role of your organisation in providing teacher CPD?
TRCN is the apex regulatory agency for the teaching profession in Nigeria and covers teachers at all levels of the education system – from pre-primary to the university levels; it also covers teachers in both public and private educational institutions.
TRCN sets standards for CPD and also organizes CPD programmes for teachers mostly workshops, seminars and conferences. It offers its CPD programmes free of charge to teachers
7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?
Yes, including international development partners.
(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?
The quality is assessed by TRCN against the pre-determined CPD scope, duration of the training, quality of training experts, instructional materials and environment and other criteria. Based on these criteria, credits are assigned to each CPD programme and teachers are required to get a minimum of 68 CPD credits in three years.
8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?
Teachers are financially supported to take part in CPD. TRCN CPD is typically free of charge for teachers. Other CPD providers like the National Teachers Institute, UBEC and many State Governments are also largely free. However, most of the teachers are do not frequently receive CPD due to financial constraints since the CPDs are mostly free of charge for teachers. Some teachers also get training that they pay for but only very few teachers are able to do this.
9. Is CPD a requirement for upgrading membership class or registration category of a teacher?
No.
10. Is CPD a requirement for annual or periodic renewal of membership/registration?
Yes, 68 CPD credits is a condition for renewal of a teacher's practicing license every three years. But this policy made by TRCN has not been implemented yet.

11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?

Yes, CPD credits are a requirement for promotion of teachers and appointment of teachers into leadership positions. But this policy made by TRCN has not been implemented yet.

12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?

Teachers are required to earn 68 CPD credits every three years.

The credit units are defined as the number of hours spent on qualitative training. For instance, by:

Attending a four-day TRCN capacity building workshop during which at least seven hours are spent each day on qualitative training activities, a teacher earns the following credit units: 4days X 7 hours = 28 credits units;

Participating in a four-day Annual Conference of Registered Teachers, a teacher can earn 25 credits units;

Taking part in a short course or four-day workshop organised by employers of teachers or recognised teachers unions or associations, a teacher can earn 25 credit units.

13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?

40% or less

14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?

The most popular CPDs are workshops, seminars and conferences. There are also short courses and in-service education leading to academic qualifications like B.Ed, Masters and Doctorate degrees. Most of these CPD opportunities are provided by employers, regulator like TRCN and national agencies such as the National Teachers Institute, Universal Basic Education, etc.

15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?

TRCN as the apex professional regulatory body for the teaching profession in Nigeria has published a National Minimum Standards in CPD which shows the list of courses/themes/topics which CPD providers could use. These are basically broad thematic areas and emerging issues relating to all sub-disciplines of teacher education, such that CPD providers are free to decide the content details in accordance with the training needs of teachers. The National Minimum Standards are subject to review by TRCN every five years. The Standards themselves are not determined by TRCN, rather TRCN arrives at the Standards through collaboration with a broad range of critical stakeholders nationwide.

16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?

TRCN and other relevant stakeholders periodically monitor the impact of teacher CPD on quality. However, the exercise has not been extensively and consistently done either by TRCN or the other stakeholders.

(b) If yes, how is the assessment or monitoring done?

TRCN does the monitoring mainly through a survey of teachers opinions, systematic analysis of students' performance in national examinations, etc. Other stakeholders like the National Teachers Institute contract some consultants to study the impact. In 2006, TRCN in conjunction with the World Bank, National Teachers Institute, National Commission for Colleges of Education, National Universities Commission, Universal Basic Education Commission and the Nigeria Union of Teachers and other related agencies also commissioned consultants to study the performance and training needs of teachers with the Nigeria Certificate in Education (NCE) and Bachelors Degree in Education teaching in schools across the country. The findings of the Research led to curriculum review of NCE and B.Ed programmes in Nigeria.

17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?

No.

Appendix 15



INTERNATIONAL FORUM OF TEACHING REGULATORY

2014 TEACHER CONTINUOUS PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

Name of organisation: Victorian Institute of Teaching

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1. (a) Does your organisation currently require teachers to undertake CPD?

YES

(b) If yes, on what is this requirement based? Is it based on legislation, regulations or policy? Please provide details of these.

Requirement is based on legislation ministerial agreement and policy.

Section 2.6.18 of the *Education and Training Reform Act 2006* states that 'an application for renewal of registration must be accompanied by evidence satisfactory to the Institute that the applicant has maintained an appropriate level of professional practice in the proceeding period of registration.

Victorian teachers renew their registration on an annual basis and therefore the requirements 20 days of professional practice and 20 hours of professional development.

This is in line with the framework for nationally consistent registration agreed to by all Australian Education Ministers in October 2011 states that 'teachers are required to demonstrate their ongoing proficiency and suitably to teach in order to renew their registration. Recency of professional practice. Requirements have been met on the basis of 100 days of professional practice and at least 100 hours of professional development activities.

(c) If you do not currently have a requirement for CPD, could you provide an explanation of why not.

(d) Did the Law that established your organisation clearly provide for its involvement in teacher CPD?
2. How does your organisation define “teacher CPD”?
<p>See attached document on professional development.</p> <p>All fully registered teachers are required to engage in standards referenced professional development activities that update knowledge about pedagogy, content and/or practice. There is no list of recommended professional development activities as the teaching context and stage of development of every teacher will be different. Teachers should ask themselves the question, “What does this activity contribute to my professional knowledge and how will I apply that knowledge to my practice to support the learning of my students?”</p>
3. What is the scope of teacher CPD? For instance, you may list and explain aspects of teacher training, education and development that come under teacher CPD.
See above and the Teacher PD FAQs attachment
4. How does your organisation determine what is accepted as CPD?
Professional development for registration and renewal purposes can be in many forms and contexts, provided it can be referenced to the Australian Professional Standards for Teachers (APST) and it constitutes new learning.
5. (a) Are there public organisations in your state or jurisdiction that take part in setting CPD Standards? For example, do employers or other groups have requirements for CPD separate to those of the regulator?
(b) If yes, describe the type of organisations and describe briefly their role in setting CPD standards.

The major employer groups set requirements for CPD as part of the industrial agreements. These vary across different school sectors and in some cases from school to school.

6. What is the role of your organisation in providing teacher CPD?

The institute conducts training for teachers who are mentors of beginning teachers. This is recognized for CPD purposes. All other CPD is provided by the school or undertaken by the individual.

7. (a) Do other organisations, such as employers and private organisations, provide teacher CPD?

There is a huge range of PD providers across the state and country. This includes employers, private providers, subject associations, universities and cultural organisations.

(b) How is the quality of CPD provided by employers or private organisations assessed or monitored?

It is not assessed or monitored. It is up to the individual teachers to assess and link to the Teacher Standards.

8. Are teachers supported financially to take part in CPD or is it solely the responsibility of teachers to fund their CPD?

Generally the responsibility of the teacher to fund. Many employers provide a large amount of PD for their staff.

9. Is CPD a requirement for upgrading membership class or registration category of a teacher?

CPD is a component of the evidence based process to gain full registration.

10. Is CPD a requirement for annual or periodic renewal of membership/registration?

Yes

11. Is CPD a requirement for appointment into leadership positions such as a school head-teacher, principal, inspector of schools, highly accomplished, lead teacher, etc?

No

12. Is there a minimum “quantity/quality” or duration for CPD per year or period stipulated for teachers? For instance, is there a number of credit for CPD and if yes, how are the credits calculated?
Yes see part1 and reference to the legislation.
13. What percentage of your registered teachers takes part in (at least) one CPD programme per year?
100%
14. What form of CPD takes place most frequently or are most favoured by your registered teachers? For example, is it employer provided programmes, self-directed reading, programmes provided by the regulator or private providers?
For teachers in schools it is employer provided programmes. For all it is a range of the self-directed reading, or private providers.
15. How are the contents or topics for teacher CPD determined in your jurisdiction? For instance, do you have course modules or calendar published and circulated to stakeholders; or each stakeholder takes up topics it likes and get approval from your organisation; or each stakeholder takes up topics it likes and may not contact your organisation before giving teachers the training?
Each stakeholder takes up topics it likes and may not contact the institute before giving teachers the training.
16. (a) Does your organisation or any other carry out assessment or monitor the impact of teacher CPD on teacher quality?
The institute undertakes targeted audits of teachers as part of the renewal of registration process.
(b) If yes, how is the assessment or monitoring done?
See above
17. Is record of CPD a requirement for the recognition or registration of overseas teachers in your State or jurisdiction? If so what form does this record take?
No
18. Other general comments or information

