

The importance of CPTD for teachers

If you don't feed the teachers, they eat the children!"



DIE VERANDERING IN ONDERWYS
THE CHANGE IN EDUCATION

Mini-MBA in School Management
Day 5 – 15 March 2019



THE GOVERNING BODY FOUNDATION

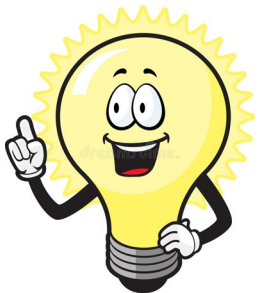
The Principal as lead learner

1. Role model a passion for continuous learning.
2. Develop the school to become a professional learning community.
3. Redefine teacher learning for the 21st century.



Why?

- Teachers are professionals and that's what professionals do
- SACE CPTD points are required
- To improve learner well-being and performance
- To learn about new knowledge and research findings
- To assist in meeting the challenges of teaching a diverse classroom
- To empower teachers and strengthen their sense of agency/professional identity
- To provide opportunities to reflect and obtain feedback
- To reduce isolation



Discipline problems are often teacher knowledge and skills problems



Who?

Everyone

For example:

- Everyone to learn to teach better to achieve effective learning
- Principal mentoring Deputies in roles and responsibilities of principalship
- Principal/Deputies mentoring HODs
- HODs with experience mentoring PL1s for HOD/Subject for Phase Head role
- Mentoring and induction programme for inexperienced PL1s
- Orientation and induction programme for teachers/HODs/DPs new to the school

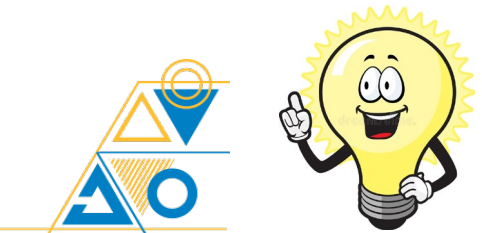


Everyone in the school is a **learner** (and teacher)



What?

1. What teachers need – knowledge and skills for teaching and learning; knowledge for performing their roles - VALUE
2. Areas identified in annual PGPs (from IQMS)
3. Teachers must have relative autonomy regarding the choice of programmes (personal and shared choices)
4. Programmes that are teacher motivated, co-designed and led (PD committee)
5. Not one-size-fits-all
6. Not topics mandated from above and external school



Anything that equips teachers to **improve how well learners learn** what they are supposed to learn and a lot more that isn't in the official curriculum



When? Where?

When

Timetabled PD time and
and informal discussions
Scheduled in year plan

PD days before school starts
Planning days

Where

School - formal and informal
settings
Home – online, personal
reading and research
PD workshops and conferences
Off-site learning centres

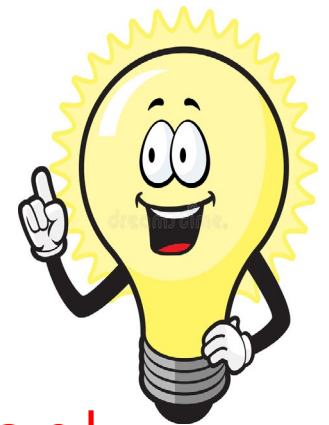
Anytime and anywhere



How?

Flexibility and variety are key – a buffet of offerings

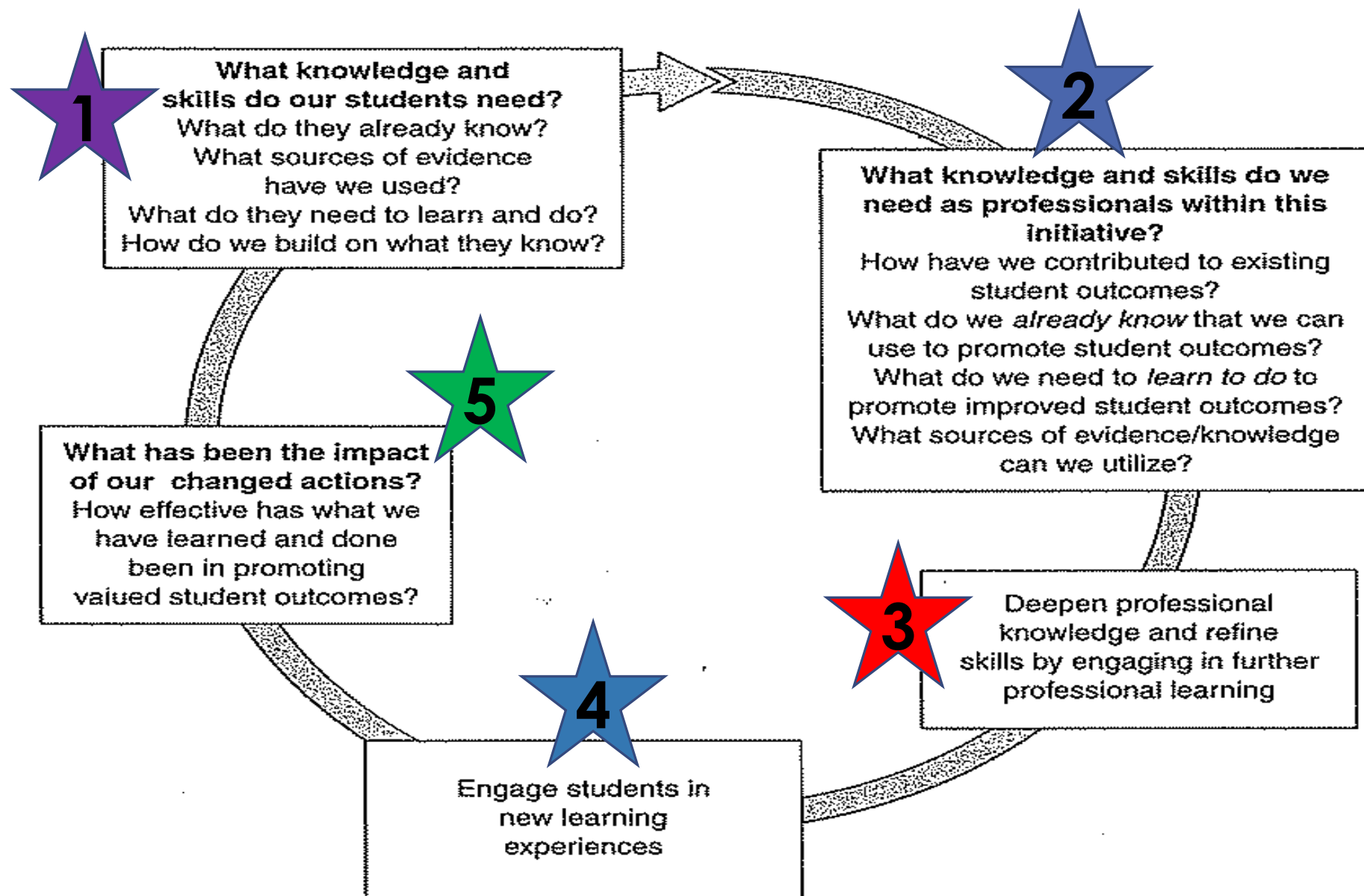
- Personal/shared in-school collaborations/inter-school collaborations
- Participative (not passive “sit-and-get” or “microwave learning”)
- Professional learning communities (PLCs) (proper ones)
- Enquiry groups and action research
- Japanese lesson study
- Online courses, conversations, webinars
- “peering-in on a peer”
- “Critical friend”
- Video reflections



Variety of modes is key – different approaches for different people/subjects/phases/schools



Figure 6.2 Professional Learning Inquiry Cycle



Source: Timperley et al. (2008).

But ...

Honesty is needed – How important is all of this to you?

Be aware of the constraints:

Conflicting priorities

Unsupportive school culture

Risk aversion

Identity threats

Shortage of expertise – can lead
to cementing bad practice

Lack of time

Trust deficit

Fear and blind spots

Loudest/pushiest not necessarily
the best programme



Not tips for teaching – must go deeper to get real learning and change of practice



References

Leaders are readers

ASCD Educational Leadership: When Teachers Lead Their Own Learning, November 2018. Vol. 76 No. 3

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