

# CPD AWARENESS RAISING



## TRAINER'S GUIDE

Implemented by:



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**UNIT 1:**  
**A SHARED  
UNDERSTANDING  
OF CPD**

## UNIT 1: A SHARED UNDERSTANDING OF CPD

### OVERVIEW

This is the **first of four units** in a CPD module which aims to raise awareness of the importance of CPD amongst the Leadership Teams, Teacher Educators and Admin and Finance Staff in the 25 Education Colleges across Myanmar.

#### 1. A Shared Understanding of CPD

2. The Benefits of CPD
3. Preparing and Planning for the CPD Framework in your EDC
4. Assessing the Effectiveness of your CPD Plan

The aim of this first unit is to provide participants with a shared understand of CPD in the context of Education Degree Colleges in Myanmar. We will start by looking at participants' own experience of CPD before moving on to explore a number of different definitions for CPD. We will also consider the purpose and some of the characteristics of 'good' of CPD and their relevance to the participants.

### CONTENTS

Section	Description	Materials	Timing
Learning outcomes	Introducing the learning outcomes for the module		5 mins
1. Lead In			15 mins
2. Defining CPD	2.1 What is CPD?	Appendix A: Definitions	20 mins
3. What is 'good' CPD?	3.1 Approaches to CPD 3.2 Characteristics of 'good' CPD	Reading Text	30 mins 20 mins
4. Practical application	4 What would you change?	Appendix B: CPD Cards	40 mins
5. Reflection			10 mins
References			

## LEARNING OUTCOMES

- Write 'CPD' on the board and ask participants what it stands for.  
**Answer:** Continuing Professional Development
- Explain the learning outcomes to the participants.
- Check they understand them.
- Answer any questions.

By the end of this unit participants will be able to:

- define CPD
- identify the purpose of CPD
- identify some of the key features of effective CPD
- apply good practice to examples of CPD activities

## 1. Lead in

 15 minutes

- Ask participants to think of a time when they had an opportunity to develop their teaching skills (for TEs) / management skills (for Leadership Team).  
Note: If more scaffolding is required, you could start by eliciting some of the skills needed by participants to do their jobs effectively.
- Give participants a minute to think, then ask them to draw a picture of that opportunity – it could be related to a particular person who influenced them, or a particular event.
- When participants have completed their drawings, elicit some examples of question words (e.g. who, what, where, when, how) and write them on the board.
- Tell participants to work in pairs. Ask participants to use the question words on the board to ask their partner questions about their picture.
- Invite one or two participants to talk about their partner's picture.

## 2. Defining CPD

### 2.1 What is CPD?

 20 minutes

**Preparation:** cut up one set of definitions from Appendix A

- Tell participants that their pictures from the previous task are all examples of CPD but remind participants that CPD is also bigger than one person or one event.
  - Write the question 'What is CPD?' on the board.
  - Organise participants into groups of four or five.
  - Give each group a piece of A5 paper and a marker pen.
- Part 1:
- Ask participants to work in groups to brainstorm words or phrases they associate with CPD.
  - When most groups have finished, elicit some of the key words and write these words on the board.
- Part 2:
- Tell participants that you have 5 definitions of CPD (see Appendix A).
  - Stick these definitions around the room and ask participants to walk around the room, read the 5 definitions and make notes of the key features of CPD.
  - When participants have finished reading and making notes, ask them to share their ideas in their groups.
  - Elicit some of the key features and record answers on the board.

### Feedback:

What is CPD?

- Learning activities to develop professional practice
- Process of learning and development
- Developing knowledge and skills
- Setting goals and planning activities

Who benefits?

- TEs, students, EDCs
- Individuals, groups, institutions

Purpose:

- to develop quality of teaching and learning
- to increase quality in the classroom

Note that some of this feedback may need to be summarised in Myanmar to ensure that all participants have access to the content.

**Alternative task:** provide each group with a set of cut ups (see Appendix A) and ask them to rank the definitions from the one they like the best to the one they like least. Elicit feedback.

Part 3:

- Work together to come up with a shared definition for CPD and ask participants to copy this definition into their notebooks.

## 3. What is 'good' CPD?

### 3.1 Approaches to CPD

 30 minutes

- Brainstorm examples of CPD activities.
- Compare the brainstorm with the list of activities on p. 6 in the participants' book. Are they the same or different?
- Check to make sure that participants understand peer coaching and clarify any other unfamiliar terms.
- Quickly elicit which CPD activities the participants are familiar with, and which CPD activities the participants have experienced.
- Tell participants that they are going to look at some research evidence reporting on the effectiveness of some traditional approaches to CPD.
- Talk participants through the professional development conundrum and the *Ebbinghaus* Forgetting Curve. Alternatively, show participants this short youtube video which explains the *Ebbinghaus* Forgetting Curve:

[https://www.youtube.com/watch?v=GVXDcFKz7DA&ab\\_channel=SFULibrary&fbclid=IwAR0\\_bt2EWd4WfXmJbjzJQdsYA3bCuQZPzSucahkERX1RCmAXVBhRpiuylcQ](https://www.youtube.com/watch?v=GVXDcFKz7DA&ab_channel=SFULibrary&fbclid=IwAR0_bt2EWd4WfXmJbjzJQdsYA3bCuQZPzSucahkERX1RCmAXVBhRpiuylcQ)

Ask a few simple questions to check their understanding of the Outcomes for participants table.

If necessary, at the end of each stage, nominate a participant to summarise the key points in Myanmar.

- Ask participants to look at the questions on p. 6. Explain the meaning of 'one shot' CPD.
- Ask participants to read the text and answer the questions.
- Participants check their answers in pairs. Elicit feedback.

## Feedback

The aim of this activity is for the participants to understand the limitations of traditional types of CPD and to consider alternative approaches.

Answers:

1 / 2.

CPD approach	Effective?
External conferences and workshops	No
Study of theory or methods	No
Demonstration or modelling	Not really
Teaching practice (simulated during training)	Yes
Peer coaching (during and after training)	Yes

3. No. Teachers forget and fail to apply their new knowledge.

4. Peer coaching during or after training is the most effective form of CPD because:

- Change in classroom practice requires teachers to **experiment** with new methods and to **discuss** issues with colleagues. Otherwise, most teachers try ideas from training courses only once or twice and then revert to their usual practice.
- Research conducted by Joyce and Showers (2006) found that teachers must practise new methods **20 – 25 times** to learn to use them really effectively in the classroom. Students also need to learn how to respond to these new methods.

## 3.2 The Characteristics of 'good' CPD

 20 minutes

- Ask participants to look at the list of characteristics and circle any words or phrases they are unfamiliar with.
- Check participants' understanding of the following terms: *concrete v's abstract; work collaboratively; sustained over time; mentoring and coaching.*
- Give staged instructions for the Think, Pair, Share activity:

**THINK:** Work alone. Tick (✓) the 3 characteristics you think are most important.

**PAIR:** Share your ideas with your partner. Explain your reasons.

**SHARE:** Share your ideas in groups of 4 – 6. In your group decide on your top 3.

- As you monitor, encourage participants to challenge or disagree with these ideas. E.g. Why is it useful to bring in expertise from outside the school? What are some of the possible issues? What are some of the benefits of using in-house expertise?
- Elicit feedback from one or two groups. Remember to ask participants to justify their answers. If participants are only able to answer in Myanmar, ask another participant to help with translation.
- To wrap up, ask participants to apply the characteristics of 'good' CPD to their own experience of CPD. You could prompt the participants to refer to their experience on the TREE project, providing examples to support their answers.



## 4. Practical Application:

### 4.1 What would you change?

🕒 40 minutes

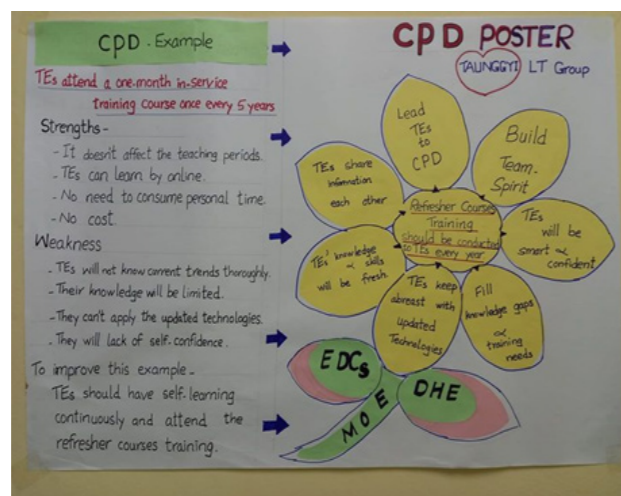
**Preparation:** cut up one set of CPD examples from Appendix B

- Tell participants that they are going to apply their understanding of 'good' CPD to examples of CPD activities.
- Divide the participants into 5 or 6 groups.
- Give one CPD example to each group.
- Ask them to:
  - discuss the example
  - identify the strengths and weakness using the characteristics of 'good' CPD from section 3.2
  - decide what they need to change and add to improve their example
  - create a poster which highlights the problems in the original example and the changes they have made.
- You could do one example together as a whole class, before organising participants into groups, if this would be helpful.
- Distribute poster paper and pens.
- Monitor and support.

### Gallery Walk

- Ask groups to stick their posters on the wall.
- Ask one member from each group to stand next to their poster so they can answer questions as the other groups move around to look at the other posters.
- Ask groups to nominate their preferred CPD activity.
- Elicit feedback.

Sample poster:



## 5. Reflection

🕒 10 minutes

- Ask participants to take a moment to reflect on today's session on CPD.
- Ask participants to work alone and write down 3 things they have learnt about CPD and 1 thing they would like to know more about.
- Ask participants to share their ideas with their partner (if they would like to).

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## APPENDIX A : DEFINITIONS OF CPD

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- 1.** CPD is the process of identifying and carrying out learning activities to develop professional practice.
- 2.** CPD is the process of learning and development which we engage in at all stages of our career to develop knowledge and skills to do our jobs more effectively. It involves setting goals and planning activities to help achieve these goals. CPD benefits individual teacher educators, students, colleagues, the classroom and education colleges.  
*(Teaching for Success: Understanding CPD p.4)*
- 3.** CPD is all natural learning experiences and planned activities benefiting an individual, a group or an institution which contribute to the quality of education in the classroom.  
*(adapted from Day, 1999:p.4)*
- 4.** CPD is the process of building on our existing skills to develop our skills.
- 5.** CPD is all activities which develop the quality of teaching and learning in an institution.

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## APPENDIX B : CPD EXAMPLES

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TEs complete 3 days of CPD each year, choosing from workshops from a list of topics provided by the EDC principal.

TEs attend 10 hours of language methodology training at the weekend each week for 12 weeks.

TEs attend a one-month in-service training course once every 5 years.

In preparation for the roll out of a new textbook TEs are given 5 days' training.

A group of 50 master trainers cascade the 3-day training course they received to 100 teachers in each district.

Principals and Vice Principals attend 2-day workshops every semester. The assumption is that this will feed into improved teaching and learning in EDCs.

*ELISS webinar, Borg, S. 5 April 2015*

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Walter C and Briggs, J. (2012) What Professional Development makes the Most Difference to Teachers? Oxford University Press. Available online at: [www.education.ox.ac.uk/wordpress/wp-content/uploads/2010/07/WalterBriggs\\_2012\\_TeacherDevelopment\\_public\\_V2.pdf](http://www.education.ox.ac.uk/wordpress/wp-content/uploads/2010/07/WalterBriggs_2012_TeacherDevelopment_public_V2.pdf)



# UNIT 2: BENEFITS OF CPD

## UNIT 2: BENEFITS OF CPD

### OVERVIEW

This is the **second of four units** in a CPD module which aims to raise awareness of the importance of CPD amongst both the Leadership Team and Teacher Educators in the 25 Education Colleges across Myanmar as your EDC establishes and maintains systems for CPD via the implementation of the MoE-CPD framework.

CPD Awareness Raising Units:

1. A Shared Understanding of CPD
- 2. The Benefits of CPD**
3. Preparing and Planning for the CPD Framework in your EDC
4. Assessing the Effectiveness of your CPD Plan

The aim of this second unit is to provide TEs and members of the LT with suggestions for their own CPD based on:

- their own needs and interests;
- the needs of the EDCs within the CPD Framework;
- the use of collaborative CPD activities within departments with a focus on how these activities can have a positive impact on learning outcomes for STs.

### CONTENTS

Section	Description	Materials	Timing
Learning outcomes	Introducing the learning outcomes for the module		5 mins
1. Review / Lead In	1.1 Review of characteristics and activities 1.2 The purpose of CPD		20 mins
2. CPD needs	2.1 Can you advise this TE? 2.2 Identifying your own interests / needs	Case Study CPD Framework for Education Colleges in Myanmar	50 mins
3. Benefits of CPD	3.1 Benefits of collaborating with colleagues 3.2 Ideas for collaboration 3.3 Reflection	Jigsaw Reading Text Matching task	50 mins
4. Practical application	4. Working with colleagues to try out new ideas		HW
5. Reflection			20 mins
References			

## LEARNING OUTCOMES

By the end of this unit participants will be able to:

- identify the benefits of CPD for EDCs, LTs, TEs and Student Learning
- identify CPD needs for individual TEs and LTs against the CPD FW
- prioritise CPD needs according to the needs of the EDCs
- try out and reflect on a CPD activity with their peers.

## 1. Lead in

### 1.1 Review of characteristics and activities

 10 minutes

- Remind TEs of the topics from Unit 1 – characteristics of good CPD / CPD activities.
- Write the first example on the board ‘supported by effective leadership’ and ask TEs to match it with the correct heading.
- Ask TEs to work in pairs or small groups to quickly match the remaining examples.
- Elicit answers.

Characteristics of good CPD	CPD activities
a. supported by effective leadership	b. a 2-day workshop
d. classroom based	c. mentoring
e. a chance to work collaboratively with peers	f. training by experts
g. sustained over a period of time	

**Alternative task:** this could be done as a ‘backs to the board’ type activity.

- In plenary, ask TEs to look at the CPD activities and decide which activity is most effective and why.
- Elicit answers.

*Suggested Answer:* mentoring as it is not a ‘one off’ activity, but is sustained over a period time, involving close collaboration between the TE and the mentor. Mentoring usually takes place on campus and addresses specific classroom-based teaching issues which ensures that it is relevant to the individual TE.

- Give TEs a minute to read through the learning outcomes for this module. Check understanding of key terms e.g. prioritise.

*Suggested Answer:* The most obvious answers are: TEs – 1,2,3,6; STs – 5; EDCs – 4.

However, it is worth pointing out that the ultimate aim of all CPD is to benefit learning outcomes for STs. For example, if a TE feels more confident about their teaching practice after taking part in a workshop or a mentoring session, this will have a positive impact on the teaching and learning in the classroom, so the STs will also benefit.

Please continue to reinforce this message throughout this module.

## 2. CPD needs

### 2.1 Can you advise this TE?

🕒 20 minutes

- Briefly introduce Aye Aye to the group – she is a TE who has studied in Yankin and now works in Dawei.
- Ask TEs to read the text and underline the issues that are worrying Aye Aye.
- Elicit answers.
- Ask TEs to work in small groups to think about what advice they would give Aye Aye.
- Elicit answers.
- Encourage TEs to share their own worries about their roles as TEs. Are they the same or different to Aye Aye? Elicit some ideas.

#### Feedback

What is worrying Aye Aye?

1. She wonders how she can prepare her STs for work when she has never actually worked in a primary school herself.
2. Aye Aye still needs to develop her teaching skills, language skills and ICT skills.

Advice for Aye Aye

1. Many TEs, not just in Myanmar, but in many other countries, do not have experience of teaching in a real primary or middle school. While understanding how things work in a real classroom is important to better prepare STs for the future, there are other ways to learn more about real classroom practice. For example, there are many examples of lessons or teaching moments on the internet. The video clips of lessons from the new basic education curriculum which were developed by JICA are a good place to start <https://www.youtube.com/c/CREATEProject/playlists>

During practicum, Aye Aye will also have an opportunity to visit practice and partnership schools with her STs. This will also be a very useful experience and a good chance to observe real-life classes. She could also observe classes in the practice school which is close to the EDC before the practicum to help with her own preparations.

2. Hopefully the ideas in this unit will help Aye Aye to develop her teaching skills! For language skills, the TREE Language Development classes will help. There are also lots of free websites such as [www.learnenglish.org.uk](http://www.learnenglish.org.uk) which help learners to improve their English. At the moment, all of our TREE classes are on zoom and facebook, so this means Aye Aye will have a chance to improve her ICT skills at the same time as her English skills. TREE are also developing some specific ICT modules to help TEs in this area.

## 2.2 Identifying your own interests / needs

🕒 20 minutes

### Task 1

- Give TEs a brief introduction to the CPD Framework for Education Colleges in Myanmar. Start by asking TEs what they know about this framework and follow up by introducing any relevant information from the Introduction to the CPD framework which is contained in the textbox below. It is up to you how you do this – it could be done as a presentation or a kind of quiz.

*The rationale for having a CPD framework for Education Degree Colleges in Myanmar is to provide guidance for the continuous professional development of teacher educators, senior managers and administrative staff in Education Colleges, to develop a culture for learning and to lay the foundation for comprehensive CPD programmes.*

*For the ECs in Myanmar, continuous professional development is defined as a planned, continuous and lifelong process whereby staff members develop their personal and professional qualities to improve their knowledge, skills and practice for optimum performance from the time of their employment in an EC.*

#### 1.2 Purpose

**Vision:** *The vision is for the Education Degree Colleges to be recognised as outstanding centres for teacher education and research and as Myanmar's preeminent institutions for primary and middle school teacher education.*

**Goal:** *The goal of CPD is to enable the Education Degree Colleges to develop highly competent and committed teachers to build a quality basic education system and to nurture good citizens who will contribute to the good of their communities and the country.*

**Objectives:** *The specific objectives of CPD for the Education Degree Colleges are as follows:*

- *To promote a culture of learning and to instil in EDC staff a commitment to continuous professional development throughout their careers*
- *To upgrade the leadership, management and administration skills and qualifications of managers and administrators to ensure high proficiency in management and administration*
- *To upgrade the professional teaching, mentoring, assessment and research skills and qualifications of TEs to empower and enable them to effectively deliver the EDC curriculum and to undertake high quality research*
- *To upgrade the English and Information and Communication Technology (ICT) proficiency of all EDC staff to enhance their job performance*
- *To develop a repository of specialist knowledge of all aspects of primary and middle school education*
- *To equip EDC staff to be models of inclusion and equity and to promote education for peace and sustainable development*
- *To contribute to the establishment and management of good relations with partnership schools and close links with classrooms to ensure effective models of teaching and mentoring within the schools.*

*From: Continuous Professional Development Framework for Education Degree Colleges in Myanmar*

- Ask TEs to look at the professional development areas listed in Task 1. Focus on the first column: YOU. Ask TEs to identify the areas which interest them (✓). Encourage TEs to select 5 or 6 areas.
- Ask TEs to quickly check their responses with a partner. Are their areas of interest the same or different? Don't spend too much time on this.

### Task 2

- Ask TEs to look at the Venn Diagram on page 7 of the Participants' Book. The circle on the left is for the TEs needs; the circle on the right is for EDCs' needs; and the area where the circles meet represents areas which are common to both TEs needs and EDC needs.
- Give TEs a few minutes to complete the diagram based on the information from Task 1.
- Ask TEs: What are the implications for the area where both circles intersect? Answer: these should be considered priority areas as they meet both the needs and interests of the TEs as well as the needs of the individual EDC.
- Wrap up by asking TEs to think of how improvements in these areas will ultimately benefit STs.

### Task 3

- Explain that the CPD areas are organised in the CPD framework according to the categories listed in task 2. Ask TEs to look at the first example from Task 1 (a. using zoom) and to match with the correct category from Task 2 (answer: upgrading ICT skills). Ask TEs to work alone or in pairs to match the areas from Task 1 with the categories from Task 2.
- Elicit answers.

#### Answers:

1. upgrading pedagogical skills: *c, i, k, l*
2. developing research skills: *e*
3. upgrading English language skills: *d*
4. equity and inclusive education: *g, j*
5. developing leadership and management skills: *b, f*
6. upgrading ICT skills: *a, h, m*

### Task 4 (optional)

- Ask TEs to compare the list of categories in Task 2 with the list of categories in TABLE A: professional development programmes by categories of staff.
- Ask TEs to identify the categories from TABLE A which are not listed in Task 2.
- Elicit answers and record answers on the board.
- Now ask TEs to work in pairs or small groups to think of an example for each category.
- Elicit answers.

#### Answers:

category	example
Support for Education Reforms	Implementing the new 4YD programme / Introduction of the new TCSF
Upgrading Academic Qualifications	Postgraduate studies such as Masters or PhDs
Developing Admin and Finance Skills	Budget and financial planning/HR management
Development of Specialist Skills	Specialisation in primary or middle school education / Mother tongue based multilingual education / Formative and summative assessment
Orientation of CPD	Training on the benefits of CPD Planning for CPD

### 3. Benefits of CPD

#### 3.1 Benefits of collaborating with colleagues

 40 minutes

- Explain to TEs that both Nay Lin and May Zin are having some problems in the classroom and need your advice. Organise TEs into 2 groups. Explain that one group will read about Nay Lin, and the other group will read about May Zin.
- Give TEs a few minutes to read their assigned text and underline the problems.
- Ask TEs to work with another TE from the same group to compare answers and think of advice for their TE (either Nay Lin or May Zin).
- Ask TEs to find a new partner from a different group. They should start by explaining the problems either Nay Lin or May Zin are having and ask their new partner to suggest advice. Compare answers and make notes of any new ideas.
- Hold a brief plenary to elicit the best advice.

#### Nay Lin: Suggested Answers

Concerns:

- not working through the textbook at the same pace as his colleagues
- Is he teaching too fast? Does he need to slow down?
- not doing everything in the textbook

Advice:

- It is to be expected that everyone works through the textbook at a slightly different pace – all TE are different and STs have different needs.
- Maybe you are rushing through the lessons a bit. Can all of your STs understand the main points from your lessons? Do you make sure you include time in your lessons to check their understanding by asking questions or giving STs tasks to do alone or in small groups which enables you to check their understanding?
- It's OK to not do everything in the book as long as you cover the main learning objectives.

#### May Zin: Suggested Answers

Concerns:

- not being herself
- too many materials (realia, photocopies, pictures)
- not trying out new activities before the lesson to see how they work or how long they take
- too many tasks
- not checking the technology before the lesson

Advice:

- Relax and be yourself!
- Do the tasks before the lesson. This will help you to anticipate any problems your STs might have with the task. It will also give you an idea of how much time the STs will need.
- It's a good idea to script instructions if you are trying out a new activity for the first time. Remember to use simple language and organise your instructions into clear stages.
- It's good to experiment with new ideas, but don't try to do too much.
- Always check the technology before the lesson and always have a Plan B in case the technology doesn't work on the day or in case there is a power cut.



### 3.2 Benefits of collaborating with colleagues

 15 minutes

- You may need to clarify the term ‘in the shoes of my learners’.
- Ask TEs to work in pairs or small groups to match the benefit with the activity.
- Elicit answers.

Answers: A – 4; B – 2; C – 1; D - 3

- Put TEs into small groups to reflect on the CPD activities from this section, using the prompt questions provided.
- Elicit answers.

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## 4. Practical Application

### 4.1 Working with colleagues to try out new ideas

**Homework**

Ask TEs to select one of the ideas – A, B or C – and to work with a partner or small group of colleagues to try out this idea before your next CPD session.

If you are a Head of Department think about how you can introduce these ideas within your department.

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## 5. Reflection

 20 minutes

In the next sessions, ask TEs to share their experience of the CPD activity in small groups.

Focus on eliciting the benefits of working together, the benefits to TEs’ teaching practice and the benefits to STs’ learning.

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British Council. *Teaching for Success: Understanding CPD*

British Council, Education in Focus: South Asia podcast series, Episode 8: In-Service Teacher Development. Available online at: <https://www.listennotes.com/podcasts/education-in-focus/episode-8-in-service-teacher-HSYx-nmFj95/>

CPD Framework for Education Colleges in Myanmar

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**UNIT 3:**

**PREPARING AND  
PLANNING FOR  
THE CPD  
FRAMEWORK IN  
YOUR EDC**

**(FOR LEADERSHIP TEAMS)**

## UNIT 3: PREPARING AND PLANNING FOR THE CPD FRAMEWORK IN YOUR EDC (FOR LEADERSHIP TEAMS)

### OVERVIEW

This is the **third of four units** in a CPD module which aims to raise awareness of the importance of CPD amongst both the Leadership Team and Teacher Educators in the 25 Education Degree Colleges across Myanmar.

CPD Awareness Raising Units:

1. A Shared Understanding of CPD
2. The Benefits of CPD
- 3. Preparing and Planning for the CPD Framework in your EDC**
4. Assessing the Effectiveness of your CPD Plan

The aim of this third unit is to clarify the roles and responsibilities of key EDC staff in the co-ordination, management and provision of CPD. Participants will also develop templates which can be used to plan annual CPD activities at departmental level as well as for individual TEs.

### CONTENTS

Section	Description	Materials	Timing
Learning outcomes	Introducing the learning outcomes for the module		5 mins
1. Review / Lead In	1.1 Review of CPD areas 1.2 Introduction to PMER*	PMER cycle	10 mins 10 mins
2. Roles and Responsibilities	2.1 Overview of the roles and responsibilities for CPD planning	CPD Framework	15 mins
3. Planning	3.1 Planning checklist for LTs	Planning checklist	20 mins
4. Practical application	4.1 Planning template 1 for LTs 4.2 Planning template 2 for LTs 4.3 Planning templates for TEs	Planning templates CPD Framework Appendix A	40 mins 40 mins 40 mins
5. Reflection	5.1 Reflecting on the planning templates	Planning templates	10 mins
References			

\*PMER = planning, monitoring, evaluation and reviewing

## LEARNING OUTCOMES

By the end of this unit participants will be able to:

- identify roles and responsibilities related to CPD planning
- use planning templates to complete plans related to their role
- provide feedback on each other's plans
- reflect on the planning process.

## 1. Lead in

### 1.1 Review of CPD areas

 10 minutes

- Remind participants that there are 11 programme areas in the new CPD Framework (see list below). We looked at some of these in Unit 2.
- Elicit one or two examples.
- Either ask participants to refer to the list from Unit 2 (Appendix A) or copy the list below onto a PPT.
- Give participants one minute to look at the list and memorise as many of the examples as possible.
- Ask participants to work in small groups and write as many programme areas as they can remember. Tell participants they have 2 minutes to complete the task.
- After 2 minutes, ask participants to stop.
- The winner is the group with the most correct answers.

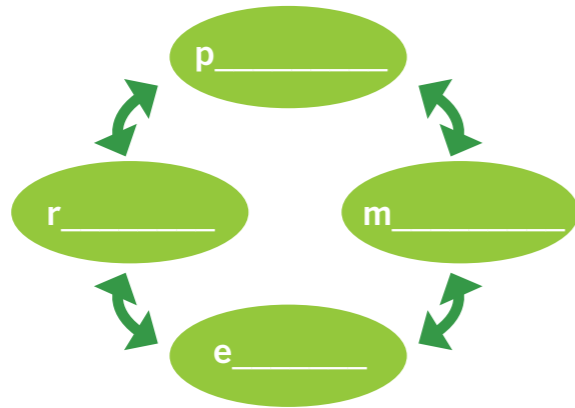
1. Support for Educational Reforms
2. Upgrading Academic Qualifications
3. Upgrading English Language Skills
4. Upgrading ICT Skills
5. Upgrading Pedagogical Skills
6. Developing Research Skills
7. Developing Leadership and Management Skills
8. Developing Administration and Finance Skills
9. Development of Specialist Skills
10. Equity and Inclusive Education
11. Orientation on CPD

**Alternative task:** Do a variation on backs to the board. Trainer (or participant) provides verbal or visual clues for one of the items on the list and participants guess the programme area. Repeat procedure with 5 or 6 items.

## 1.2 Introduction to PMER

🕒 10 minutes

- Introduce the PMER cycle as a cycle which provides a structure to help ECs plan and evaluate the effectiveness of CPD activities.
- Draw the cycle on the board with just the first letter of each phase and elicit the name of each phase.



### TASK 1

- Ask participants to work in pairs to discuss what they understand by each of the terms: planning, monitoring, evaluating, reviewing. E.g What is the difference between monitoring and evaluating? What is the difference between evaluating and reviewing? Why is evaluation important?
- Elicit answers.

#### *Suggested answers:*

Planning: setting out the EDC's goals, improvement priorities and agreed CPD actions for a specific period of time.

Monitoring: the gathering of information on progress and the impact of CPD activities.

Evaluating: making a judgement about information against goals, improvement priorities and agreed CPD activities.

Reviewing: the re-evaluating of goals, improvement priorities and CPD activities based on information about what progress has been made.

Evaluation helps us to determine whether our CPD activities are achieving their purpose. We will look at this in more detail in Unit 4.

### TASK 2

- Ask participants to work alone to match the questions with each phase of the PMER cycle.
- Ask participants to check their answers in pairs.
- Elicit answers.

Answers: 1. b; 2. d; 3. a; 4. c

## 2. Roles and Responsibilities

### 2.1 Overview of the roles and responsibilities for CPD planning

🕒 15 minutes

- Explain to participants that the CPD Framework for Education Degree Colleges in Myanmar provides an overview of the roles and responsibilities within each EDC. This is primarily the responsibility of the Principal in coordination with the Vice Principal and Heads of Department, but individual TEs also have a role to play.
- Write the following headings on the board:
  1. Annual EDC CPD plan
  2. Departmental work plans
  3. Individual recordsAsk participants who is responsible of each of these things – Principals / Vice Principals, Heads of Department or Teacher Educators?

Answer: Annual EDC CPD plan - Principals / Vice Principals; Departmental work plans - Heads of Department; Individual records - Teacher Educators
- Clarify the difference between Time management and Time allocation. Which term refers to how much time you spend on something? (answer: time allocation) Which term refers to how you organise your time? (answer: time management)
- Ask participants to look at the extract from the CPD Framework about roles and responsibilities. Participants work alone or in pairs to read the text and match the description with the correct heading.
- Participants check answers in pairs.

Answers: 1. b; 2. c; 3. e; 4. a; 5. d

### 3. Planning

#### 3.1 Planning checklist for LTs

 20 minutes

- Tell participants that they are going to have a look at a checklist to help Leadership Teams plan for CPD in their ECs.
- The list can be changed by including extra items which the Leadership Teams would like to include, or by deleting any items which the Leadership Teams do not think are relevant.
- Ask participants to review the checklist in small groups.
  - Participants can ✓ the items they would like to include and X the items they do not want to include.
  - Participants can also add their own ideas in the space provided at the bottom of the checklist.
- Elicit feedback.

Suggested feedback:

Here are some prompt questions you could ask to generate more discussion in your feedback session:

Item 2 – are there any circumstances when this may not be the case? E.g. Should larger departments get more funding? Should more funds be given to priority areas such as ICT, for example?

Item 4 – are there any reasons why some TEs may be exempt from CPD?

Here are some further suggestions for items which could be added to the checklist:

Decide on procedures for quarterly reviews of departments' work plans both within and across departments.

Decide who will review, monitor and assess CPD plans for all staff.

Discuss which CPD activities will be provided by the DHE, EDC and other professional bodies.

Decide where and how CPD plans will be stored.

### 4. Practical Application

#### 4.1 Planning Template 1 for Leadership Teams/ Heads of Department 40 minutes

- Introduce Guskey's five levels of profession development evaluation. Guskey suggests that Leadership Teams and Teacher Educators 'plan backwards', starting with the desired final outcome based on changes in student teacher achievement i.e. What do we want the STs to be better able to do? And what changes do we need to make in order to facilitate that? He believes that this will ensure that the various CPD strands such as goals and needs are woven together into a coherent programme which has a positive impact on teaching and learning.
- The template in the Participants' book is based on Guskey's five levels of professional development evaluation (2000). It can be used to plan whole-organisation CPD programmes, or departmental plans that feed into the whole-organisation plan.
- Ask participants to work in small groups to discuss the questions for each of the 5 levels. Some additional prompt questions have been provided under each sub-heading.
- Ask participants to take notes of their discussion.
- Elicit feedback: Was this process helpful? Did it help you to focus on which CPD activities are most important? Is it clear how the STs will benefit from them?

**Note:** for more information about Guskey's five levels, please refer to the following article:  
[https://pdo.ascd.org/LMSCourses/PD13OC010M/media/Leading\\_Prof\\_Learning\\_M6\\_Reading1.pdf](https://pdo.ascd.org/LMSCourses/PD13OC010M/media/Leading_Prof_Learning_M6_Reading1.pdf)

#### 4.2 Planning Template 2 for Leadership Teams/ Heads of Department 40 minutes

- Tell participants that now they have reflected on the planning questions from the previous activity, they can start to complete their Annual CPD Planner.
- Stress that when they are planning their CPD activities, it is useful to have a long term 3 – 5 year plan in their heads, and then think about what can realistically be achieved over a 12 month period.
- Before looking at the planner, ask participants what headings they might find in the planner. Elicit possible answers then compare with the headings on the planner.
- Organise participants into groups according to their departments.
- Tell participants not to worry too much about the final column 'evaluation methods'. We will look at this in more detail in the next unit.
- As participants are working on the template, encourage them to also think about anything in the template they would like to change.
- Ask participants to share their draft templates with another group and explain the decisions they have made.
- Elicit feedback on the content and the process.

### VARIATION:

To better scaffold task 4.2 we have developed a sample CPD plan for the English Department (Appendix B).

Here are some suggestions for integrating the sample CPD plan into Unit 3, but please adapt freely and add your own ideas.

#### 1. Identified Targets

Ask TEs to look at the identified targets listed in column 1. Cross reference these targets with the 11 programme areas from the new CPD Framework listed below:

1. Support for Educational Reforms
2. Upgrading Academic Qualifications
3. Upgrading English Language Skills
4. Upgrading ICT Skills
5. Upgrading Pedagogical Skills
6. Developing Research Skills
7. Developing Leadership and Management Skills
8. Developing Administration and Finance Skills
9. Development of Specialist Skills
10. Equity and Inclusive Education
11. Orientation on CPD

Are there any programme areas from the CPD Framework which are not covered, but which LTs feel are important to include in the CPD plan?

Note, there is room on the planner / template to identify more targets and to develop plans to address them.

#### 2. CPD Activities (brainstorm)

Remove the CPD activities from the sample plan. Ask participants to work in small groups to brainstorm possible CPD activities to address the identified targets.

If necessary, participants can refer to Appendix A: Delivery approaches and techniques for ideas.

Compare answers with the CPD activities in the sample plan.

#### 3. Success Criteria (matching)

Remove the Success criteria from the sample plan.

Create a new worksheet or PPT slide with the success criteria from the sample plan.

Ask participants to work in small groups to match the success criteria against the targets / CPD activities.

**Target 4:** to develop and improve the pedagogy used by English team to deliver training



**Success criteria B:** Lesson observations; Action Research; TE self- assessment.

**4. Evaluation methods** – perhaps delete this column for now. We will re-visit this in Unit 4.

#### 4.3 Planning Templates for Teacher Educators

 **40 minutes**

- Explain to participants that a planning task has been developed to help TEs prioritise CPD areas based on their own needs and the needs of their STs. This template can also be used for individual members of the Leadership Teams to plan their own CPD activities.
  - Ask participants to work in pairs or small groups to review the focus questions.
  - Is there anything that should be changed or added?
  - Elicit feedback.
- Ask participants to look at the planning template for individual TEs.
  - Is it the same or different as the planning template for Heads of Department?
  - Would you like to make any changes to the template?
  - What kind of support do you think TEs will need to complete the template?
- Give participants time to make any changes to the planning task and template based on the feedback.

### 5. Reflection

#### 5.1 Reflecting on the planning templates

 **10 minutes**

- Ask participants to take a moment to reflect on the CPD planning templates they used today.
- Ask participants to work in pairs and write down any changes they would like to make to the template.
- Ask participants to share their ideas with another pair.
- Elicit feedback and as a whole group make any agreed changes to the template.

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## REFERENCES

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Cambridge Papers in ELT series (April 2018) Effective Professional Development: Principles and best practice (Cambridge University Press) <https://www.cambridge.org/elt/blog/2018/04/04/effective-professional-development-principles/>

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Guskey, T. (March 2002) Evaluating Professional Development. Does it make a difference? pp. 45 – 51 Educational Leadership, Volume 59. Number 6 [https://pdo.ascd.org/LMSCourses/PD13OC010M/media/Leading\\_Prof\\_Learning\\_M6\\_Reading1.pdf](https://pdo.ascd.org/LMSCourses/PD13OC010M/media/Leading_Prof_Learning_M6_Reading1.pdf)

Kelly, S. (2006) The CPD Co-ordinator's Toolkit. Paul Chapman Publishing

# UNIT 3:

## PREPARING AND PLANNING FOR THE CPD FRAMEWORK IN YOUR EDC (FOR TEACHER EDUCATORS)



## UNIT 3: PREPARING AND PLANNING FOR THE CPD FRAMEWORK IN YOUR EDC (FOR TEACHER EDUCATORS)

### OVERVIEW

This is the **third of four units** in a CPD module which aims to raise awareness of the importance of CPD amongst both the Leadership Team and Teacher Educators in the 25 Education Degree Colleges across Myanmar.

CPD Awareness Raising Units:

1. A Shared Understanding of CPD
2. The Benefits of CPD
- 3. Preparing and Planning for the CPD Framework in your EDC**
4. Assessing the Effectiveness of your CPD Plan

The aim of this third unit is to clarify the roles and responsibilities of key EDC staff in the co-ordination, management and provision of CPD. Participants will also develop templates which can be used to plan annual CPD activities at departmental level as well as for individual TEs.

### CONTENTS

Section	Description	Materials	Timing
Learning outcomes	Introducing the learning outcomes for the module		5 mins
1. Review / Lead In	1.1 Review of CPD areas 1.2 Introduction to PMER	PMER cycle	10 mins 10 mins
2. Roles and Responsibilities	2.1 Overview of the roles and responsibilities for CPD planning	CPD Framework	15 mins
3. Planning	3.1 Planning checklist for TEs	Planning checklist	40 mins
4. Practical application	4.1 Planning template for TEs	Planning templates CPD Framework Appendix A	40 mins
5. Reflection	5.1 Reflecting on the planning templates	Planning templates	10 mins
References			

## LEARNING OUTCOMES

By the end of this unit participants will be able to:

- identify roles and responsibilities related to CPD planning
- use planning templates to complete plans related to their role
- provide feedback on each other's plans
- reflect on the planning process.

## 1. Lead in

### 1.1 Review of CPD areas

 10 minutes

- Remind participants that there are 11 programme areas in the new CPD Framework (see list below). We looked at some of these in Unit 2.
- Elicit one or two examples.
- Either ask participants to refer to the list from Unit 2 (Appendix A) or copy the list below onto a PPT.
- Give participants one minute to look at the list and memorise as many of the examples as possible.
- Ask participants to work in small groups and write as many programme areas as they can remember. Tell participants they have 2 minutes to complete the task.
- After 2 minutes, ask participants to stop.
- The winner is the group with the most correct answers.

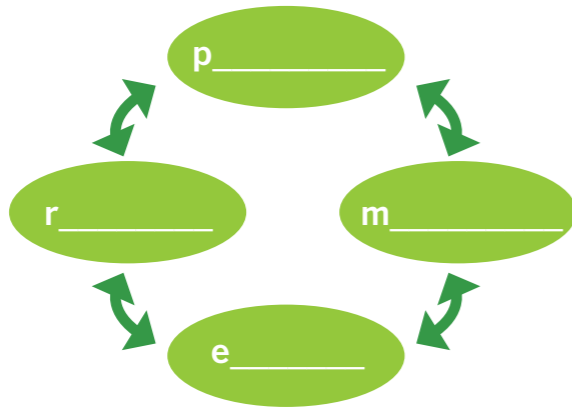
1. Support for Educational Reforms
2. Upgrading Academic Qualifications
3. Upgrading English Language Skills
4. Upgrading ICT Skills
5. Upgrading Pedagogical Skills
6. Developing Research Skills
7. Developing Leadership and Management Skills
8. Developing Administration and Finance Skills
9. Development of Specialist Skills
10. Equity and Inclusive Education
11. Orientation on CPD

**Alternative task:** Do a variation on backs to the board. Trainer (or participant) provides verbal or visual clues for one of the items on the list and participants guess the programme area. Repeat procedure with 5 or 6 items.

## 1.2 Introduction to PMER

🕒 10 minutes

- Introduce the PMER cycle as a cycle which provides a structure to help ECs plan and evaluate the effectiveness of CPD activities.
- Draw the cycle on the board with just the first letter of each phase and elicit the name of each phase.



### TASK 1

- Ask participants to work in pairs to discuss what they understand by each of the terms: planning, monitoring, evaluating, reviewing. E.g What is the difference between monitoring and evaluating? What is the difference between evaluating and reviewing?
- Elicit answers.

#### *Suggested answers:*

Planning: setting out the EDC's goals, improvement priorities and agreed CPD actions for a specific period of time.

Monitoring: the gathering of information on progress and the impact of CPD activities.

Evaluating: making a judgement about information against goals, improvement priorities and agreed CPD activities.

Reviewing: the re-evaluating of goals, improvement priorities and CPD activities based on information about what progress has been made.

### TASK 2

- Ask participants to work alone to match the questions with each phase of the PMER cycle.
- Ask participants to check their answers in pairs.
- Elicit answers.

Answers: 1. b; 2. d; 3. a; 4. c

## 2. Roles and Responsibilities

### 2.1 Overview of the roles and responsibilities for CPD planning

🕒 15 minutes

- Explain to participants that the CPD Framework for Education Degree Colleges in Myanmar provides an overview of the roles and responsibilities within each EDC. This is primarily the responsibility of the Principal in coordination with the Vice Principal and Heads of Department, but individual TEs also have a role to play.
- Write the following headings on the board:
  1. Annual EDC CPD plan
  2. Departmental work plans
  3. Individual recordsAsk participants who is responsible of each of these things – Principals / Vice Principals, Heads of Department or Teacher Educators?

Answer: Annual EDC CPD plan - Principals / Vice Principals; Departmental work plans - Heads of Department; Individual records - Teacher Educators
- Clarify the difference between Time management and Time allocation. Which term refers to how much time you spend on something? (answer: time allocation) Which term refers to how you organise your time? (answer: time management)
- Ask participants to look at the extract from the CPD Framework about roles and responsibilities. Participants work alone or in pairs to read the text and match the description with the correct heading.
- Participants check answers in pairs.

Answers: 1. b; 2. c; 3. e; 4. a; 5. d

### 3. Planning

#### 3.1 Planning checklist for Teacher Educators

 40 minutes

- Ask participants to work in small groups to discuss the questions and record their answers in the space provided. The purpose of the discussion is to help TEs focus their goals and generate ideas to help them complete their CPD plan.
- Invite one or two groups to share their ideas.

### 4. Practical Application

#### 4.1 Planning Template Teacher Educators

 40 minutes

- Introduce participants to the planning template for individual TEs.
- Explain that the 'Identified targets' will be based on participants' responses to the Task in section 3.
- Tell participants not to worry too much about the final column 'evaluation methods'. We will look at this in more detail in the next unit.
- Give participants time to work alone to complete their template. This task could be finished for homework if there is not sufficient time in class to complete it.
- When participants have completed their templates, ask them to work in pairs to review their colleague's plan. Do the activities in the plan link with the targets identified by the TE? Is the plan realistic? Can you suggest any changes?
- Give participants time to make any changes to their templates based on the feedback.

#### VARIATION:

To better scaffold task 4.2 we have developed a sample CPD plan for the English Department. This could be adapted for individual TEs (Appendix B).

Here are some suggestions for integrating the sample CPD plan into Unit 3, but please adapt freely and add your own ideas.

#### 1. Identified Targets

Ask TEs to look at the identified targets listed in column 1. Cross reference these targets with the 11 programme areas from the new CPD Framework listed below:

1. Support for Educational Reforms
2. Upgrading Academic Qualifications
3. Upgrading English Language Skills
4. Upgrading ICT Skills
5. Upgrading Pedagogical Skills
6. Developing Research Skills
7. Developing Leadership and Management Skills
8. Developing Administration and Finance Skills
9. Development of Specialist Skills
10. Equity and Inclusive Education
11. Orientation on CPD

Are there any programme areas from the CPD Framework which are not covered, but which LTs feel are important to include in the CPD plan?

Note, there is room on the planner / template to identify more targets and to develop plans to address them.

#### 2. CPD Activities (brainstorm)

Remove the CPD activities from the sample plan. Ask participants to work in small groups to brainstorm possible CPD activities to address the identified targets.

If necessary, participants can refer to Appendix A: Delivery approaches and techniques for ideas.

Compare answers with the CPD activities in the sample plan.

#### 3. Success Criteria (matching)

Remove the Success criteria from the sample plan.

Create a new worksheet or PPT slide with the success criteria from the sample plan.

Ask participants to work in small groups to match the success criteria against the targets / CPD activities.

**Target 4:** to develop and improve the pedagogy used by English team to deliver training



**Success criteria B:** Lesson observations; Action Research; TE self- assessment.

**4. Evaluation methods** – perhaps delete this column for now. We will re-visit this in Unit 4.

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## 5. Reflection

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### 5.1 Reflecting on the planning templates

 10 minutes

- Ask participants to take a moment to reflect on the CPD planning templates they used today.
- Ask participants to work in pairs and write down any changes they would like to make to the template.
- Ask participants to share their ideas with another pair.
- Elicit feedback and as a whole group make any agreed changes to the template.

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## REFERENCES

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Cambridge Papers in ELT series (April 2018) Effective Professional Development: Principles and best practice (Cambridge University Press) <https://www.cambridge.org/elt/blog/2018/04/04/effective-professional-development-principles/>

CPD Framework for Education Colleges in Myanmar

Guskey, T. (2001) Evaluating Professional Development. London: Corwin Press

Kelly, S. (2006) The CPD Co-ordinator's Toolkit. Paul Chapman Publishing

# UNIT 4: ASSESSING THE EFFECTIVENESS OF YOUR CPD PLAN

## UNIT 4: ASSESSING THE EFFECTIVENESS OF YOUR CPD PLAN

### OVERVIEW

This is the **final of four units** in a CPD module which aims to raise awareness of the importance of CPD amongst both the Leadership Team and Teacher Educators in the 25 Education Degree Colleges across Myanmar.

CPD Awareness Raising Units:

1. A Shared Understanding of CPD
2. The Benefits of CPD
3. Preparing and Planning for the CPD Framework in your EDC
- 4. Assessing the Effectiveness of your CPD Plan**

The aim of this final unit is to consider the importance of monitoring and evaluating CPD plans. Participants will look at a range of practical tools for monitoring and evaluating CPD activities and then apply these tools to the CPD plans which were developed in Unit 3.

### CONTENTS

Section	Description	Materials	Timing
Learning outcomes	Introducing the learning outcomes for the module		
1. Review / Lead In	1.1 Review of PMER 1.2 Monitoring v's Evaluation	PMER cycle	20 mins
2. M&E Tools for CPD	2.1 Discussion questions 2.2 An Introduction to M&E tools 2.3 Using M&E tools in your EDC	Guskey's 5 Levels	40 mins
3. Planning and Practical Application	3.1 Planning for M&E	CPD Planning templates	60 mins
4. Reflection	4.1 Lessons Learnt 4.2 Using the Reflective Log 4.3 Some final tips	Reflective Log	60 mins
References			

## LEARNING OUTCOMES

By the end of this unit participants will be able to:

- discuss the importance of monitoring and evaluation
- identify a number of tools which can be used to evaluate CPD activities
- apply appropriate monitoring and evaluation systems to annual CPD plans
- provide feedback on the annual CPD plans developed by your peers.

## 1. Review and Lead in

 20 minutes

### 1.1 Review of PMER

This Unit is closely related to the previous unit on Preparing and Planning for the CPD Framework in your EDC. In Unit 3 we looked at a number of CPD delivery approaches which could be included in your annual CPD Plans. In this Unit we will look at tools for monitoring and evaluating these approaches.

#### Task 1

- Ask participants to look at the 4 bridges. The bridges look different, but the purpose is the same. What do these bridges have in common?

*Answer:* They serve as a link from point A to point B.

- Ask participants to work in pairs to discuss questions 1 and 2.
- If participants need prompting to recall the details of the PMER cycle, they can refer to section 1 in Unit 3.
- Elicit answers.

#### Answers

##### Question 1

- Planning: setting out the EDC's goals, improvement priorities and agreed actions for a specific time period.
- Monitoring: the gathering of information on progress and the impact of implementing actions.
- Evaluating: making a judgement about information against goals, improvement priorities and agreed actions.
- Reviewing: the re-evaluation of goals, improvement priorities and actions in the light of progress made.

**Question 2:** There is a clear link between each stage of the cycle. Like the bridges, there are many ways we can get from A to B so individual plans and monitoring and evaluation tools will vary to suit individual contexts.

## 1.2 Monitoring v's Evaluation

- Write 'monitoring' and 'evaluation' on the board.
- Ask participants to work in pairs to match the heading with the description.
- Elicit answers:  
*Answer: 1. Monitoring; 2. Evaluation*
- Ask participants to summarise the key differences between these two stages.

### Possible response:

Monitoring is a form of continuous assessment which involves looking at what is happening and collecting information while evaluation involves analysing what has been collected in light of the specified objectives.

- Tell participants that this unit will focus on different ways to monitor and evaluate CPD.

## 2. M & E Tools for CPD

 20 minutes

### 2.1 Discussion questions

- Introduce the two questions in the context of the CPD Framework, which states that each EDC will undertake its own assessment of CPD programmes and based on this a review will be undertaken of the implementation of the framework across Myanmar.
- Ask participants to work in small groups to answer the 2 questions.
- Elicit answers.

#### Feedback:

**Question 1-** If participants struggle with the first question: How will you demonstrate that your EDC has met this standard? Tell them that this session will provide them with tools which will help them measure the success of their CPD programmes. You could also re-visit this question at the end of this unit to see whether participants now feel more confident about demonstrating that their EDC has met the required standard.

**Question 2-** Effective CPD improves the knowledge, skills, motivation and improved practice of teachers with the ultimate goal of improving learning outcomes for student teachers. All CPD should therefore be evaluated through its impact on personal satisfaction and professional competence and importantly student engagement and progress. This unit will also consider how to build in evaluation tools which consider the impact of CPD on ST learning outcomes.

## 2.2 An introduction to M&E tools

### Task 1

- Model the instructions by writing these symbols on the board:  
? = I do not know of this.  
√ = I have heard of this.  
😊 = I have tried this.
- Write 'end of workshop questionnaire' on the board and ask participants which symbol they will choose.
- Tell participants to write their answer in the column on the left.
- Ask participants to work alone to complete the table. If there are any terms the participants are unfamiliar with, ask them to write '?'.  
• At the end of the activity, clarify the meaning of any unfamiliar terms.

Note for trainer:

**Reflective log** – we will look more at this in section 5

A reflective log is one way to help TEs capture the 'nuggets' of learning which take place on a day-to-day or more informal basis. In this way TEs are building a powerful learning journal which can be referred to at any time. The journal can also form the basis of professional learning conversations on a formal or informal basis. (see Appendix A)

**Portfolios** – we will look more at this in Task 3

These are collections of credentials, artefacts and reflections that document a staff member's professional practice and growth. Staff members can use the portfolio development process to reflect on and improve their professional practice. (see Appendix B)

### Task 2

- Write 'questionnaire at the end of a workshop' on the board.
- Ask participants what kind of information this might give us about the workshop?
- Refer to Guskey's 5 levels and ask participants to identify which level the questionnaire gives us information about.

*Answer: Participant / TE reaction*

Notes for trainer:

Completing a questionnaire at the end of a workshop may give us information about a TE's reaction to the training i.e. whether they enjoyed the training or found it useful (or not), but it does not really provide us with information on how it affects change in the TE's performance or the extent to which STs may benefit from the new skills the TEs may have acquired.



- Ask participants to work in pairs to match the other tools from task 1 with the appropriate level. Some tools may work across two levels.
- Elicit answers.

Answers:

Guskey's 5 levels	tool
1. TE reaction	a
2. TE learning / knowledge	h, i
3. Organisational support and policies	j
4. TE use of new knowledge and skills	b, c, e, h, i, k
5. ST learning outcomes	d, k, l, m

### 2.3 Using M&E tools in your EDC

- Organise participants into 4 groups.
- Assign each group one of the following activities:
  - o Observing lessons – to gather evidence about the quality of teaching
  - o A learning walk – to look at STs' behavior across the school, both in and out of class
  - o A book look – to gather evidence to create a picture of STs' learning
  - o Portfolio -- a collection of artefacts and reflections that document professional practice and growth
- Ask each group to use the following prompts to plan how they will go about this:
  - When will you do this?
  - How often?
  - What exactly will you do?
  - How will you record your findings?
- Elicit feedback from each group.
- Ask participants to work in pairs. Look at their Annual CPD plan from Unit 3. Look at the 'evaluation' column and decide where these tools might fit.

Optional discussion question:

To what extent should TEs be able to choose the most meaningful mode of evaluation for themselves?

## 3. Planning and Practical Application

 60 minutes

### 3.1 Planning for M&E

- Organise participants into groups. You could do this either according to EDC or according to Department.
- Ask participants to refer to the CPD plans they developed in Unit 3.
- Ask participants to use the following prompt questions to help them think about how they will evaluate their CPD plans.
  - o How will you evaluate your plan? Which tools will you use? Be specific. Don't try to do everything.
  - o When will you do it? – be clear about time constraints.
  - o What outcomes do you expect? – remember to keep an accurate record of evidence
  - o How will you use the outcomes?
- Monitor and assist as required.
- Re-organise participants as per a jigsaw task, so that one (or two) participants from each group re-forms to create new groups.
- Ask participants to take turns presenting their evaluation plans to their new group.
- At the end of each presentation, the group should give feedback on the plan.
- When all presentations have been done, ask participants to return to their original groups, share feedback and amend plans accordingly.

## 4. Reflection

 60 minutes

### 4.1 Lessons learnt

- Tell participants that you are going to share some final CPD advice / principles.
- Organise participants into groups of 3 or 4.
- Allocate 3 principles to each group.
- Ask participants to look at each of the 3 principles in their groups.
  - o Encourage participants to use their dictionary to check the meaning of any unfamiliar words.
  - o Ask participants to discuss these questions: Do you think your principles are important? Why / why not?
  - o Ask participants to choose 1 of the 3 principles and think about how you will explain this principle to the other groups.
- During feedback, nominate 1 person from each group to explain their principle.
- To wrap up, ask participants to work alone.
- Tell participants to read through the list of 8 principles and tick (✓) the 3 principles they think are most important.
- Ask participants to share their answers with a partner.

### 4.2 Using the reflective log

- Ask participants to look at the Reflective Log in Appendix A.
- Tell participants to use their experience of working on Unit 4 to complete the first row of the Reflective Log. Ideally participants should work alone to complete this before sharing their ideas with a partner. However, if you feel that participants would benefit from working in pairs or small groups, that is fine.
- When participants have completed this task, ask them to reflect on the process.
  - o Was this a useful activity?
  - o Would TEs benefit from this?  
Would you like to include a Reflective Log in your plan? Why / why not?
- Elicit feedback.

### 4.3 Some final tips

- Ask participants to read through the final tips.
- Ask participants if there are any additional tips they would like to add to either this list or the list of principles from Task 4.1.

## REFERENCES

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