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WHAT IS CONTINUING PROFESSIONAL
DEVELOPMENT?

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Introduction

The topic is Continuing Professional Development. I introduce the main references connected to this topic, gave the definition of the Continuing Professional Development and focus on the importance of life long learning in any sphere. CPD ensures that you and your knowledge stay relevant and up to date. I pointed the 5 main steps that help to maintain CPD: Plan, Do, Record, Reflect, Submit.

I also drew the attention to Teachers Continuing Professional development. I introduced the nine models of CPD Kennedy (2005) described.

An awareness of less formal and traditional forms of CPD is slowly growing, with calls for teachers to become more creative in their approaches to their own professional development, and move away from more traditional transmission-based methods.

Any learning activity which maintains, develops or increases knowledge, technical skills, problem-solving or professional performance standards can be included in the continuing professional development toolbox.

Here you can find the founder of this concept - Vivian Kloosterman who is the founder of Continuing Professional Development which delivers online learning courses over the web.

What is Continuing Professional Development?

CPD stands for Continuing Professional Development. It refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply. The term is generally used to mean a physical folder or portfolio documenting your development as a professional. Some organizations use it to mean a training or development plan, which is not strictly accurate. This article is about CPD as a process of recording and reflecting on learning and development.

The CPD process helps you manage your own development on an ongoing basis. Its function is to help you record, review and reflect on what you learn. It's not a tick-box document recording the training you have completed. It's broader than that.

The definition of continuing professional development is - Continuing professional development (CPD) involves maintaining and enhancing the knowledge, skills and experience related to your professional activities following completion of your formal training. Just as importantly, it involves the development of those *personal* qualities that are required for carrying out professional and technical duties during a professional's life. Both technical and non-technical skills need to be developed.

Continuing professional development should be a lifelong, systematic and planned process to maintain and develop professional competence, creativity and innovation. The outcome has value for both the individual *and* their profession.

Any learning activity which maintains, develops or increases knowledge, technical skills, problem-solving or professional performance standards can be included in the continuing professional development toolbox. The over-arching goal is to provide top quality professional services.

Continuing professional development helps ensure your skills and knowledge are up to date. Undertaking high quality CPD is particularly important in today's fast moving technological world as the pace of change can soon make previous learning out-of-date.

Most professions set requirements for on-going CPD for their licensed, registered or chartered professionals, so that they can demonstrate their current competence in their chosen field. This applies to the engineering, architectural, legal, medical and accounting professions to name a few. There are a number of methods for achieving CPD compliance.

The ultimate outcome of well planned continuing professional development is that it safeguards the public, the employer, the professional and the professional's career.

Well crafted and delivered continuing professional development is important because it delivers benefits to the individual, their profession and the public.

- CPD ensures your capabilities keep pace with the current standards of others in the same field.
- CPD ensures that you maintain and enhance the knowledge and skills you need to deliver a professional service to your customers, clients and the community.
- CPD ensures that you and your knowledge stay relevant and up to date. You are more aware of the changing trends and directions in your profession. The pace of change is probably faster than it's ever been – and this is a feature of the new normal that we live and work in. If you stand still you will get left behind, as the currency of your knowledge and skills becomes out-dated.
- CPD helps you continue to make a meaningful contribution to your team. You become more effective in the workplace. This assists you to advance in your career and move into new positions where you can lead, manage, influence, coach and mentor others.
- CPD helps you to stay interested and interesting. Experience is a great teacher, but it does mean that we tend to do what we have done before. Focused CPD opens you up to new possibilities, new knowledge and new skill areas.
- CPD can deliver a deeper understanding of what it means to be a professional, along with a greater appreciation of the implications and impacts of your work.
- CPD helps advance the body of knowledge and technology within your profession
- CPD can lead to increased public confidence in individual professionals and their profession as a whole
- Depending on the profession – CPD contributes to improved protection and quality of life, the environment, sustainability, property and the economy. This

particularly applies to high risk areas, or specialized practice areas which often prove impractical to monitor on a case by case basis.

The importance of continuing professional development should not be underestimated – it is a career-long obligation for practicing professionals.

Sometimes it is mandated by professional organisations or required by codes of conduct or codes of ethics. But at its core it is a personal responsibility of professionals to keep their knowledge and skills current so that they can deliver the high quality of service that safeguards the public and meets the expectations of customers and the requirements of their profession.

But continuing professional development should be engaging and fun too. Sometimes it's difficult to find a relevant course that fits in with your other obligations. Sometimes, as you walk out of a course or seminar it's hard to assess what you have actually learned. Have you absorbed the necessary skills and will you be able to apply them correctly in your work.

Vivian Kloosterman is the founder of Continuing Professional Development which delivers online learning courses over the web. *Advancing personalized learning* has been identified as one of the 14 biggest challenges facing our world in the future, and Vivian is particularly focused on creating interactive, engaging e-learning courses for professionals that are practical and relevant to help them meet CPD requirements. She is a professional engineer with 30 years of business, governance, management and technical experience.



Five Steps to Perfect CPD

Maintaining CPD is simple - follow the five steps to perfect CPD:

1. Plan
2. Do
3. Record
4. Reflect
5. Submit

Plan

Planning your CPD starts by making an honest assessment of your current situation and determining your professional development goals for both the current year and the medium term e.g. next 2 to 3 years. Because the needs of each individual will vary, there is no prescribed programme. It is for you to recognise your own needs and opportunities inside and outside the workplace and to take advantage of learning experiences in developing your own continuing professional development.

It is useful to ask yourself the following questions:

- What do I want to achieve?
- What do I need to learn?
- How will I learn it?

The next step is to create a plan of action to achieve these goals.

It is also possible to link you CPD record together with your Personal Development Plan (PDP).

Do

Now that you've planned your CPD, it's time to get out there and start developing!

It requires time management skills and motivation to get out there and attend some activities. This offers valuable returns as it keeps you connected to the wider food science community and improves networking skills. As educational psychologists say, you learn more by networking than by attending a course.

Please remember to reflect while 'on the go'. It is easier to remember the key light bulb moments which often result in improvements and changes to the current practices.

Record

You've attended activities and events...now it's time to show the CPD you've done.

Monitor and record your progress against your plan, including recording items that you may not have planned, such as training, learning and experience which nevertheless have contributed to your professional development. Having said that CPD

is all about *quality* of the learning rather than *quantity* of the activities performed. CPD-recording should not be input focused (list of date and actions) but output focused (what are the benefits of learning).

Be mindful when considering an activity which is part of your normal working day routine as in most instances it doesn't qualify as development.

Reflect

Reflection is the most important part of CPD reporting since it makes you think of the value of your work for yourself, your colleagues, clients, company and the wider community. If reflection is missing, then CPD becomes less beneficial and meaningful as a tool.

It is useful to ask yourself the following questions:

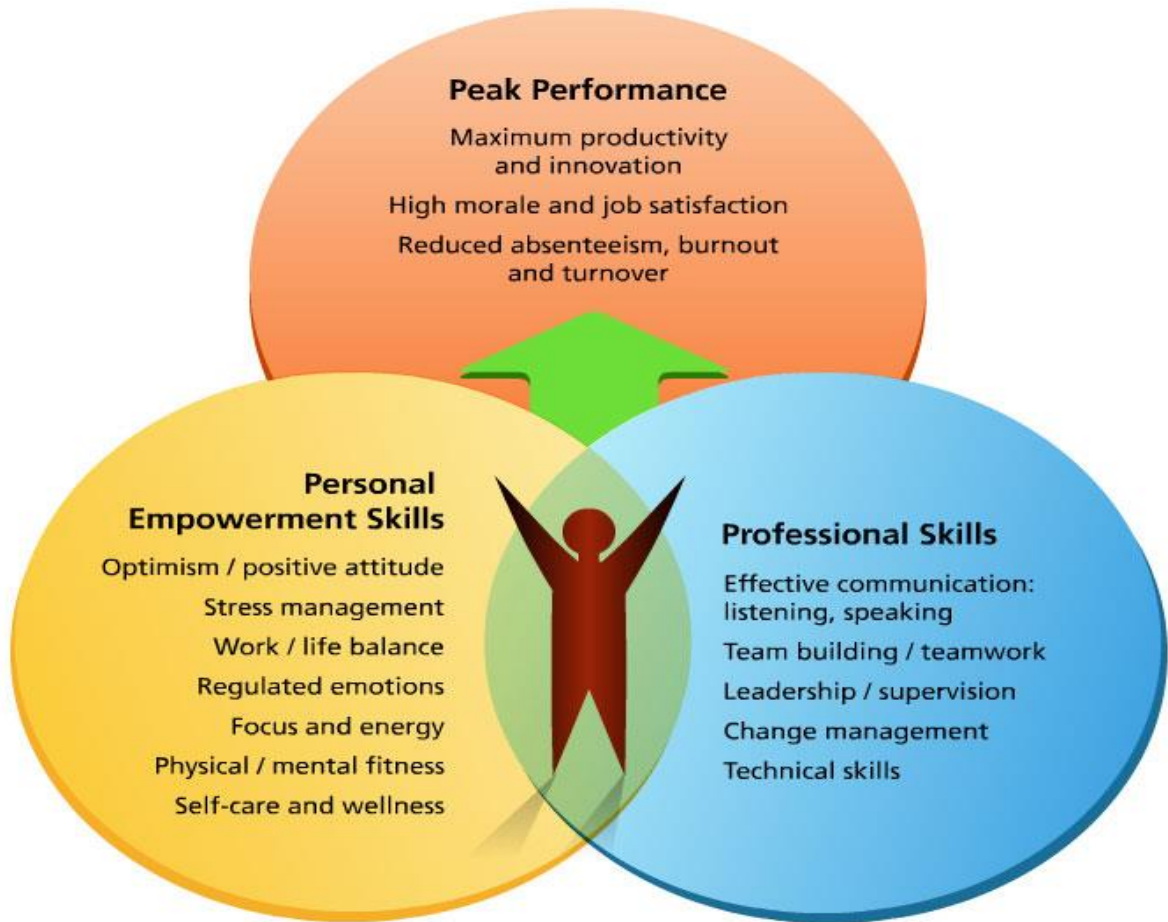
- What did I get out of this?
- What have I learned?
- How did I learn it?
- How do I apply it in practice?
- What is the resulting change?
- Does this flag up any additional development which would be helpful for you to undertake?
- What benefits will it have for your clients and/or your service?
- How does this help to prepare for a new role?

This is the time for you to harness the value of what you have learned by bridging the gap between theory and practice. Getting this section of CPD writing correct is a key element of professionalism and successful career management.

Professionals who regularly record CPD and are good at reflecting what they have learned tend to become professionals who continuously drive for development and bring in new ideas. This benefits not only themselves but most importantly colleagues, their company and the industry overall.

Submit

If you are part of a CPD-scheme, you must be prepared to send your CPD-report for annual assessment.



Teachers' Continuing Professional Development

The concept of continuing professional development (CPD) in education is often ill-defined, with the separate notions of formal training and on-the job learning serving to confuse the issue further.

However, Day's (1999) definition of CPD encompasses all behaviours which are intended to effect change in the classroom:

“Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.” (Day, 1999, p.4)

Teachers' perceptions of what activities constitute CPD is frequently limited to attendance at courses, conferences and whole-school INSET days, often to meet national requirements. Professional learning, or “on the job” learning is regularly seen by teachers as separate from CPD, and something that is just done as part of the job (Edmonds and Lee, 2002; Hustleretal, 2003; Robinson and Sebba, 2004). However, the literature points to several facets of effective CPD, many of which are far removed from the commonly-held perceptions of CPD as one-off events. Models of CPD Lieberman (1996) classified CPD into three types:

- **direct teaching**(such as courses, workshops and soon);

- **learning in school** (such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams);
- **out of school learning** (such as learning networks, visits to other schools, school-university partnerships and so on).

Kennedy (2005) described nine models of CPD, which are outlined below.

- **Training**- focuses on skills, with expert delivery, and little practical focus
- **Award Bearing**- usually in conjunction with a higher education institution, this brings the worrying discourse on the irrelevance of academia to the fore
- **Deficit**- this looks at addressing shortcomings in an individual teacher, it tends to be individually tailored, but may not be good for confidence and is unsupportive of the development of a collective knowledge base within the school
- **Cascade**- this is relatively cheap in terms of resources, but there are issues surrounding the loss of a collaborative element in the original learning
- **Standards Based**- this assumes that there is a system of effective teaching, and is not flexible in terms of teacher learning. It can be useful for developing a common language but may be very narrow and limiting
- **Coaching / Mentoring**- the development of a non-threatening relationship can encourage discussion, but a coach or mentor needs good communication skills
- **Community of Practice** these may inhibit active and creative innovation of practice, although they have the potential to work well through combining the knowledge bases of members
- **Action Research**- This is relevant to the classroom, and enables teachers to experiment with different practices, especially if the action research is collaborative.
- **Transformative**- the integration of several different types of the previous models, with a strong awareness and control of whose agenda is being addressed Kennedy suggested

that the first four of these were essentially transmission methods, which give little opportunity for teachers to take control over their own learning.

The following 3 are more transformational, giving an increasing capacity for professional autonomy, with the action research and transformative models being able to provide even more professional autonomy, and giving teachers the power to determine their own learning pathways.

Direct teaching or training, the traditional perception of CPD, is often perceived as a top-down delivery model of CPD, where information on methods is passed on to teachers for them to implement. Such lecture-style teaching has proved unpopular with teachers, who tend to prefer more active and practical styles of learning (Edmonds and Lee, 2002). Dadds (1997) described how such top-down delivery could reinforce the idea of the teacher as a technician, uncritically implementing externally imposed policies. Dadds rejected the idea of a “guruculture”, with teachers being told how to teach by the experts, and instead suggests that teachers see themselves as a resource, and use their own experience and background to develop their own critical and reflective practice over the course of their professional lives. An awareness of less formal and traditional forms of CPD is slowly growing, with calls for teachers to become more creative in their approaches to their own professional development, and move away from more traditional transmission-based methods (Muijs et al, 2004).



Conclusion

As a conclusion, I want to say that I, as a teacher of English for quite a long period, have always followed this concept and learned everywhere and everywhere and from everyone I could. There is no need to say how much I appreciate the importance of life long learning in any field let alone the language which is a living creature and develops all the time. The moment a person thinks he knows everything and he does not need any further education the moment he is mistaken.

Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purpose of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives