

One size doesn't fit all: How best to provide CPD for your teachers

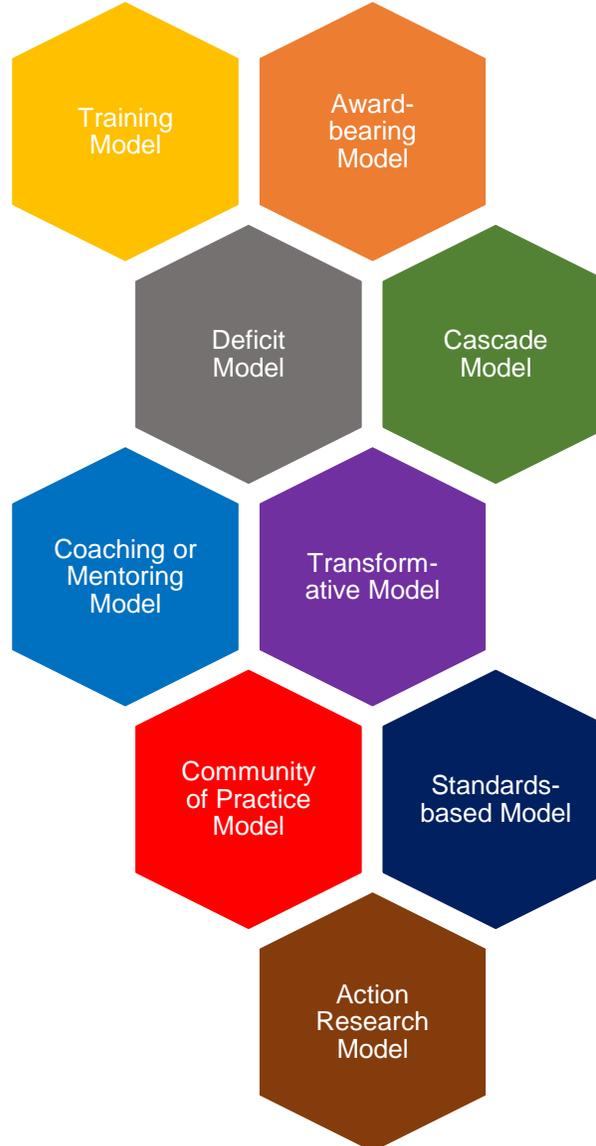


Yvert de Souza



Good CPD:

- Takes into consideration **the teacher's existing skills and knowledge**.
- Takes into consideration the **teacher's views**.
- Considers the **teacher's immediate needs and needs for the near future**.
- **Promotes reflection** – helps teachers identify for themselves the areas they need to improve.
- **Encourages autonomy** – gets teachers to take responsibility for their own development.
- **Relates to** points raised in **lesson observations and action plans**.
- Has **clear goals** which enable the teacher to see the value in what they are doing.
- Has **measurable impact**.
- Makes it clear **how and when the impact will be measured**.
- Provides **reward for the amount of effort required** (i.e. the greater the effort the more currency the CPD will have for the teacher).



Models of CPD; a framework for analysis

Aileen Kennedy (2005)



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EFL Teacher Club

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