

## Preface

*The pack provides a range of resources and guidance materials to assist you in your role including:*

Materials and activities for delivering REfLECT sessions

Guidance on CPD and Professional Formation

Case studies and scenarios

### Who is this pack for?

The pack is designed for Connections, individuals who will have the overall responsibility for supporting their colleagues and peers in the use of REfLECT. Connections will be able to count the support they give to others as part of their own CPD requirement.

### How do I use the pack?

The materials in the pack can be used to support beginners and advanced users of REfLECT. They can be modified and adapted to meet your individual and organisational CPD needs.

### What support resources are provided?

The pack contains a range of support materials, effective tips and delivery methods including:

Session Frameworks

Building Blocks

Tipsheets

Scenarios

Powerpoints

Videos

Case studies

Impact evaluation guidance

### How do I access the resources?

The pack can be accessed in the CPD area of IfL website.

### Evaluation

The CPD team would like to hear about the positive impact you are making in your Connections role. We would be grateful if you would complete a short impact evaluation.

## REFLECT Connections

The Institute for Learning is committed to providing a range of services and benefits to members that support individual and organisational professional development.

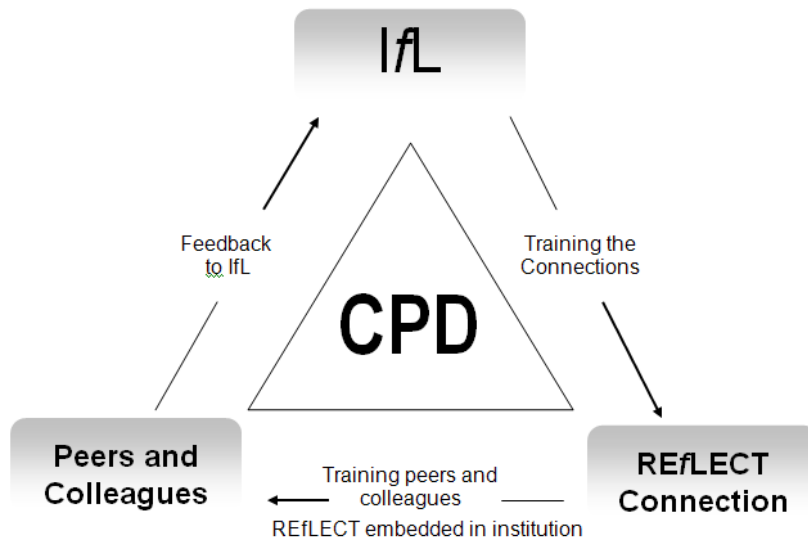
### Pilot project

During 2008 we have been working with colleges and providers to pilot REFLECT Connections training. The pilot has been extremely successful. In response we are launching a new national capacity building Connections network.

The IfL Connections network will provide a national system for supporting excellence in teaching, training and learning through Continuing Professional Development (CPD).

### The Connections role

Connections are volunteers within organisations who offer peer-to-peer support, advice and guidance to colleagues in the effective use of REFLECT, they will become an essential link between IfL, their peers and organisations.



## Examples of support

Support for others could include cascading training through REfLECT workshops with colleagues, uploading IfL resources to your Intranet, sharing and producing resources with peers, contributing to local events and conferences and creating local communities of practice through REfLECT.

## Benefits for Connections

- Individual and organisational professional development
- Access to a wide range of materials
- Regional and National Networks
- Online communities
- Peer-to-peer support & review
- Strategies for effective CPD
- E-learning resources, tools and techniques
- Updates on latest research
- Sharing examples of innovative practice
- Positive impact on teaching, training and learning

## Working with partners

From April there will be a Specialist Connection in each of the Centres for Excellence in Teacher Training (CETTs). They will be supporting you in your role through regional networks and REfLECT workshops.

In addition to the support you will receive from the CETT Connections, We are working with a wide range of partners to ensure practitioners, colleges and providers receive

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additional local support from regional Advisers. These include LSIS, Becta, Niace, RSCs and others.

If anyone from your organisation would like to register an interest in becoming an IfL Connection, please contact [connections@ifl.ac.uk](mailto:connections@ifl.ac.uk)

## Professional Formation leading to Qualified or Associate Teacher Learning and Skills (Q/ATLS)

The licence to practise as a Qualified or Associate Teacher Learning and Skills (Q / ATLS) will be conferred by the Institute for Learning through the process of Professional Formation, defined in the Regulations (2007) as:

“The post-qualification process by which a teacher demonstrates thorough professional practice:

- a.) the ability to use effectively the skills and knowledge acquired whilst training to be a teacher
- b.) the capacity to meet the occupational standards required of a teacher”.

Professional Formation enables teachers to collect evidence which shows how the overarching professional standards are embedded within their teaching practice, taking into account subject currency and expertise, teaching and learning, reflective practice and Continuing Professional Development (CPD).

*This process is not limited in time, other than the regulatory requirement which applies only to new teachers who have qualified since September 2007, to achieve Q / ATLS within five years of employment, but it will depend on the individual circumstances of each teacher, for example, in terms of their length of experience and hours of teaching, etc.*

*In this way the Institute for Learning is taking a flexible, pragmatic approach because of the diversity within the sector and in order not to disadvantage any teachers or employers.*

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Once achieved, the licence will be annually renewable through a requirement to remain in good standing through CPD and adherence to the Code of Professional Practice.

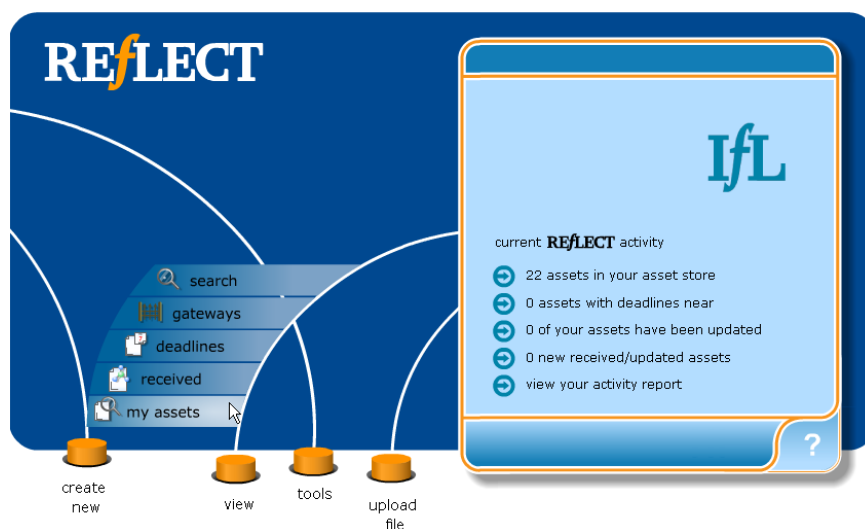
Professional Formation is made up of two forms of evidence, namely, mandatory and personalised elements.

**Mandatory elements** are standardised and would be very similar for most applicants:

- an approved initial teaching qualification (CTLLS or DTLLS) or equivalent
- numeracy and literacy skills at or above Level 2, or equivalent
- supporting testimony from an appropriately qualified person
- declaration of suitability

**Personalised elements** are unique to each applicant and follow the standard CPD cycle:

- subject currency and expertise
- teaching and learning
- self-evaluation
- professional development planning
- reflective practice



It is expected that the evidence for Professional Formation will be presented in the specially designed account within REFLECT, which is the personal online learning tool of the Institute.

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Quality assurance will be ensured through the Code of Professional Practice and the requirement to remain in good standing through CPD that safeguards the future practice of those awarded professional status of Q / ATLS and IfL recommends that all new teachers should be subject to observation of teaching and learning as part of the employer's self-evaluation cycle within 24 months of the award of Q / ATLS status.

The formation account will provide evidence of how the professional teaching standards are being met in practice and it will be a flexible and personalised developmental process, based on a light touch self-assessment model. In essence, teachers will tell their story through a professional formation account, drawing on supporting evidence from a variety of sources, including peer review.

## Reflective Practice

### What does it mean to be a professional?

It is because professionals face complex and unpredictable situations that they need a specialised body of knowledge; if they are to apply that knowledge, it is argued that they need the autonomy to make their own judgements. Given that they have autonomy, it is essential that they act with responsibility - collectively they need to develop appropriate professional values

*Furlong et al, 2000 cited by Robson, (2006) in Teacher Professionalism in Further and Higher Education*

Professionalism is a contested and complex concept involving three elements:

- autonomy
- professional knowledge
- responsibility

### Some common-sense views of reflection

- Links between reflection and learning eg reflect upon something to consider it in more detail
- Usually for a purpose but can occur spontaneously and sometimes be linked with intuition
- Complicated mental processing for which there is no obvious solution
- Being reflective suggests a certain distance – well considered – something which enables the taking of a critical stance
- in its most advanced stages, reflection may make links with moral judgement and the ability to acknowledge there is 'no right answer' / ability of coping with uncertain knowledge
- King and Kitchener (1994, cited in Moon, 2000 : 6) distinguish between reflective thinking and critical thinking where the latter is linked with problem-solving and working towards a solution while in reflective thinking there is an added dimension of being able to cope with uncertainty
- Reflection is about questioning the given – to bring about clarity in unclear situations
- A difficult process, especially when it supports changes in behaviour and it is something that needs to be taught
- Often linked with criteria associated with wisdom

## Dewey and Habermas

Dewey's perception of reflection was linked to educational processes and the general understanding of the human function, while for Habermas it was about epistemological issues in the sociology of knowledge.

Reflective thinking for Dewey is 'Active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it leads ... it includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality' (Dewey, 1933, cited in Moon, 2000: 12) Reflection is about making sense of the world through education.

For Habermas reflection is a tool used in the development of particular forms of knowledge linked to emancipatory interests and leading to the emancipation of social groups, hence the development of knowledge via critical thought or enquiry leading to an understanding of the human condition and beyond that to empowerment and change.

Van Manen (1977) draws on Dewey and Habermas and relates reflection specifically to curriculum development. Reflection is described in terms of a mental action that distances the person reflecting from events in order that things might be viewed in a more objective manner.

He describes different levels of reflection:

1. Based on thinking and acting on an everyday basis
2. More specific reflection on incidents / events
3. Development of understanding through interpretation and personal experience
4. Way in which we reflect leads towards an understanding of knowledge and its nature linked with possibilities for emancipation.

He distinguishes between reflection on experience and reflection on the conditions that shape experience, creating an ongoing awareness / thoughtfulness or a 'mindfulness' in pedagogical situations

## **Kolb and experiential learning**

Kolb (1984) 'experiential learning is not just a series of techniques to be applied in current practice, but a program for profoundly re-creating our personal lives and social systems'

### **Problems:**

- Defining experience – 'a workshop, a field trip, a lecture ... an event arising from a personal study project or a totally unplanned occurrence in daily life' (Keogh and Walker (1985))
- Relationship between reflection and learning

## **Donald Schön (1983) Reflection in professional practice**

Mismatch in education between means and ends; process and product so that sometimes there is a separation between knowing and doing which Schön refers to as the potential gap between technical-rational knowledge learnt as theory during training and the reality of real-life practice where theory can often be inadequate in dealing problems that arise.

### **reflection-in-action and reflection-on-action**

'artistry is the competence by which professionals handle the indeterminate zones of practice ... an exercise of intelligence, a kind of knowing, though different in crucial respects from our standard model of professional knowledge. It is not inherently mysterious; it is rigorous in its own terms' (1987: 41)

### **professional rules – based on routine, situations met in the day-to-day work of the professional**

knowledge used in practice must be derived from espoused theory – 'know-how' when knowing and action function simultaneously – 'knowing-in-action' describes the orderly response to a situation in which expectation of the effect of an action accords with the action that arises and its

actual effects, but when something does not accord with expectations & there are surprises, then we might respond through the activity of reflection-in-action in contrast to trial and error in that it has 'a form, an inner logic according to which reflection on the unexpected consequences of one action influences the design of the next one' (1992: 42)

reflection-in-action has a critical function – involves restructuring of the relevant understanding, a reframing of the problem and the development of a new way of performing that is enacted.

knowing-in-action is tacit and not immediately available to the conscious mind (Polyani, 1966); if it cannot be described, then it is not amenable to being taught.

difficult to separate reflection-in-action from knowing-in-action because of the tacit nature of the latter and Schön avoids the mention of the role of the imagination in reflection-in-action.

Learning to practise professionally is a matter of contextualising the professional knowing-in-action into the particular socially and institutionally structured context of that profession.

### **Summary of Schön's main points:**

- Practitioners draw on developed 'theories in use'
- Two main forms of reflection used by the professional, namely reflection-in-action and reflection-on-action
- Reflection-in-action occurs in association with action and guides the process of action via knowledge in use and only occurs in situation where the action yields unexpected consequences when things don't go according to plan
- Reflection-on-action is the form of reflection that occurs after action and relates to thought – narrow concept informing action and theory building
- Ambiguities between reflection-in-action and reflection-on-action
- For the education of the reflective practitioner, the student is coached to respond appropriately to situations posed by developing a capacity to process information during action i.e. reflection-in-action

### Summary of criticisms:

- Difficult to define the real world of practice
- Tacit nature of personal theory and knowledge is problematical – cannot be tested
- Reflection-on-action not contentious but appears to be narrow – how can a practitioner learn about this in a formal situation or use espoused theory?
- Reflection-on-practice should take into account ethical, social and political issues to enable personal and professional development to take place
- Reflection-on-action is part of Kolb's experiential learning cycle as the processing of experience
- Time frame of reflection is helpful – some suggest that reflection takes place in anticipation of an event but this could equate to a combination of reflection-on-action/s and imagination
- Reflection-in-action seen as response to unexpected events and knowing-in-action controls action generally with the former guiding action
- 'stop and think' periods represent reflection-on-action but different from reflection-in-action

Moon, J (2000) *Reflection in Learning and Professional Development*, Kogan Page

## Developing the skills of reflection

Developing skills of reflection follows similar stages to any new learning experience.

1. unconscious incompetence – not knowing what you don't know
2. conscious incompetence – recognising the gap in your knowledge
3. conscious competence – being able to do things that you couldn't do before, but needing to think these through carefully
4. unconscious competence – able to do something skilfully without having to consider everything closely

## Models and theories to support reflection

### Flanagan (1954): Critical incident analysis

Posing questions & answering them from the point of view of another, for example:

- What emotions did I feel in that situation
- How did I want or need others to behave?
- What did their actual behaviour signal to me?
- What were my main worries and concerns about the situation?
- What might have been the best course of action to take to protect or help myself?

### DATA process (Peters, 1994)

- Describe the issue or practice problem

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- Analyse what has been described in order to uncover any assumptions that are being made about the incident or the choices available to solve it
- Theorise potential solutions
- Act on the best potential solution to emerge from the process

### **Critical lenses (Brookfield, 1995)**

Reflect on specific events from different perspectives

- from your own perspective
- as viewed by your colleagues
- from the perspective of your learners
- from the perspective of theoretical literature

Hitching, J (2008) *Professional Development in the Lifelong Learning Sector Maintaining Your Licence to Practise*, Learning Matters

# Guidelines for your continuing professional development (CPD)

March 2009



## Introduction

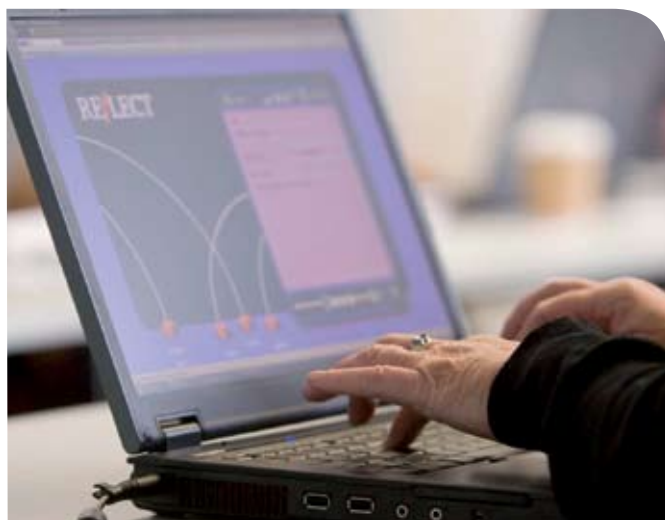
From 2009, the Institute for Learning (IfL) has three main strategic aims, which are to provide:

1. benefits for members
2. the increased status of teachers and trainers
3. a voice for practitioners which can influence policy and practice.

A major benefit for members is support for continuing professional development (CPD).

IfL has long advocated the vision of high performing teaching and training professionals, self-regulating and self-improving through their commitment to continuing professional development (CPD). As such we were delighted to see our thinking reflected in the Cabinet Office report, *Excellence and Fairness* (2008), heralding an era of **new professionalism**, with the role of frontline professionals seen as paramount in driving forward public service reforms.

CPD gives the public, learners, the teaching community and the sector confidence that teachers, trainers, tutors and assessors are continuously improving their skills, knowledge and expertise. CPD is the hallmark of the professional.



### Using REfLECT to log CPD

## IfL's strategies for CPD are:

### **To establish IfL as a key strategic thinker.**

Advancing the debate on teaching, training and learning, providing strong advocacy for teaching professionalism and encouraging employers and partner organisations to develop and sustain members' dual professionalism across the sector.

### **To promote the use of technology to support professional development.**

Signposting opportunities and developing the knowledge and skills of members as reflective practitioners through the planning, recording and assessment of the impact of individual learning in CPD portfolios.

### **To add value to members' practice.**

Advancing their teaching, training and learning expertise and offering opportunities for professional networking and discourse.

### **To engage with the whole membership,**

ensuring that all members are well-informed about the policies and issues that affect them.

*(IfL five-year strategy, February 2009, full text available from [www.ifl.ac.uk](http://www.ifl.ac.uk))*

These guidelines are intended to support you through the process of recording your CPD.

## What counts as professional development?

When you join IfL you commit to the principles of continuous improvement through our code of professional practice\* IfL will recognise the evidence of your CPD as a means of remaining in good professional standing.

Our definition of CPD is broader than the conventional one that is often limited to attendance at courses, workshops or formal study. It is the critical reflection on learning experiences and activities that improve practice, and demonstrate continuous development as a teacher or trainer:

**Continuing professional development means maintaining, improving and broadening relevant knowledge and skills in your subject specialism and your teaching and training, so that it has a positive impact on practice and the learner experience.**

A growing body of research on CPD has shown that the kinds of professional development which make the most difference to practice are based on professional dialogue about teaching and learning, and the improvement of practice through a variety of activities, including coaching, mentoring, shadowing and peer support.

Awareness-raising events are useful for absorbing information and updating knowledge, but are not likely to lead to skills development. Therefore, when deciding on your priorities for CPD, it is important to consider what kinds of CPD will be the most effective for developing your practice as a teacher.

\* IfL Code of Professional Practice, 1 April 2008  
(full text available from [www.ifl.ac.uk](http://www.ifl.ac.uk)).

This means that you will need to show, year-on-year, that you are improving the relevant knowledge and skills in your area of subject expertise and in your teaching or training. In this sense CPD is personalised and any activities that are undertaken for the purposes of keeping up to date with the latest developments in a subject area and keeping abreast of changes in teaching methods will count as meaningful professional development, as long as these questions can be answered:

- what professional development activities have you undertaken this year?
- have you reflected on the learning you have gained from these activities?
- have the activities and the reflection made a difference to how you teach or train?
- can you show evidence of what the difference is and the impact it has made to learners, colleagues or the organisation in which you work?

Your record of CPD for any one year needs to show that as a self-regulating professional you can demonstrate reflection, improvement and positive impact and these will all be personal to you and the context in which you practise as a teacher and trainer.



**Working together on CPD**

## How much CPD should I show as evidence?

For the maximum impact on practice IfL believes that the minimum requirement of 30 hours per year for full-time teachers and trainers (and a pro-rata equivalent for those who work part-time, with a minimum number of 6 hours) should be just that – a minimum number of hours\*. We have evidence from research that many teachers and trainers who work in this sector are doing more than 30 hours development but this is not always reflected on or formally recorded.

The guide below is just a rough calculation that might help if you have time out during the year, change your teaching hours or if teaching/training is just part of your role in an organisation.

Full Time Equivalent	CPD hours
0.1	6
0.2	6
0.3	9
0.4	12
0.5	15
0.6	18
0.7	21
0.8	24
0.9	27
Full Time	30

Your CPD should consist of activities that are the most relevant to your development plan and could range from the formal such as workshops, conferences, courses or programmes to the informal, self-directed kind such as reading journal articles or reviewing websites.

The key thing to remember is that this is not just about completing a list of activities undertaken during the year that add up to 6 or 12 or 30 hours. The time spent can be meaningless unless it makes a difference.

For example, attendance at a half day conference or workshop which gives updates on planned curriculum changes to a subject area may well involve 3 hours or more listening, note-taking and discussion.

If on return, full of ideas for changing how you will deliver a new curriculum, you put the discussion and notes into practice and then measure the 'so what' factor by analysing:

- what has been changed
- what feedback there was
- what difference it has made to your teaching or training.

This could result in many more than 3 hours. The time spent preparing and reflecting on the activity is vital for professional development to make an impact and counts as CPD.

It will be your professional judgement that will determine the hours spent on each activity and the total for the year.

\*The Further Education Teachers' Continuing Professional Development & Registration (England) Regulations 2007 [SI 2007 No.2116]; and The Further Education Teachers' Qualifications (England) Regulations 2007 [SI 2007 No.2264].

## Deciding upon suitable CPD activities

The personalised approach to CPD as outlined in these guidelines will enhance your professionalism as you use your judgement and expertise to establish meaningful, effective and leading edge practice.

The type and nature of activities through which you can improve and broaden your knowledge and skills in your subject specialism, in teaching, and in the context in which you work, are limitless. The following examples are offered only as suggestions for some of the activities through which you can develop your professionalism. This list is by no means exhaustive and will be updated as we find examples from you of creative and exciting practice across the sector.

We will also provide you with a comprehensive list of links and references to supporting CPD materials, for example, see the Excellence Gateway ([www.excellence.qia.org.uk](http://www.excellence.qia.org.uk)) as a key source of information about practice and professional development programmes and support for teachers and trainers. Also, do use the standards for teachers and trainers developed by LLUK to help plan your CPD.



**Members discussing activities**

## If updating your teaching and learning skills why not try

- peer coaching (coaching others and being coached in your subject or vocational area)
- subject learning coach or advanced learning coach training
- mentoring new colleagues
- peer review
- peer observation
- work shadowing
- team-teaching
- leading team/department self-assessment
- carrying out and disseminating action research
- designing innovative feedback mechanisms (learners and peers)
- chairing team meetings
- constructing professional dialogue/learning conversation opportunities – for more ideas visit [www.gtce.org.uk](http://www.gtce.org.uk)
- becoming an eCPD adviser or e-guide
- being an active member of a committee, board, or steering groups related to teaching and/or your subject area
- peer visits to community organisations/partners
- curriculum design/ development/validation
- reading and reviewing books or journal articles
- updating knowledge through the internet/ TV (including teachers' TV)/other media and reviewing these with a group of professional colleagues
- sharing idea and resources with other teachers and trainers through REfLECT.

### If updating your subject specialism why not try

- gaining qualifications in Skills for Life (<http://excellence.qia.org.uk>) (literacy, numeracy, ESOL), either as a specialist Skills for Life, or as a non-Skills for Life specialist to train in supporting and embedding Skills for Life.
- gaining further qualifications in your subject or industrial expertise through an accredited courses
- industrial updating through visits, placements, secondments or shadowing
- being a member of a special interest group or another professional body
- taking on examiner/verifier/assessor responsibilities
- attending briefings by awarding bodies and disseminate to colleagues
- giving a presentation at a conference in your subject area
- supervising research
- subject learning coaching training
- leading project development in your subject area
- writing reports/papers to inform your colleagues
- planning or running a staff development activity or event
- organising trips/ residentials /work placements
- reading the latest journal articles in your subject
- reviewing books or articles for colleagues
- updating knowledge through the internet/ TV/CD/other media
- public service/voluntary work
- networking with other subject specialists through REFLECT.

### If you want to update yourself on national policy initiatives and the wider context in which you work why not try:

- searching the web for updates and disseminating to colleagues
- being an IfL Connection (contact [connections@ifl.ac.uk](mailto:connections@ifl.ac.uk)) or a union learning representative
- programmes on teaching for new curricula and qualifications such as 14-19 Diplomas and integrating skills for life in vocational programmes
- reading and disseminating information on new policies/initiatives, for example on economic regeneration
- refreshing equality and diversity training
- leading a team in preparation for inspection
- ICT/e-learning courses for skills updating.

Your organisation will share information with you and update you on a variety of administrative matters or new systems. This is, of course, important for your practice, however, what you need to record with your professional body are the hours that you have spent on developing your practice as a teacher or trainer, together with a reflection on impact for yourself, your learners and the context in which you work.



### Sharing CPD with others

### What will help me identify my professional development needs?

The IfL model of dual professionalism can be a starting point for your reflection on priorities for your CPD. Consider the two parts of your professional identity:

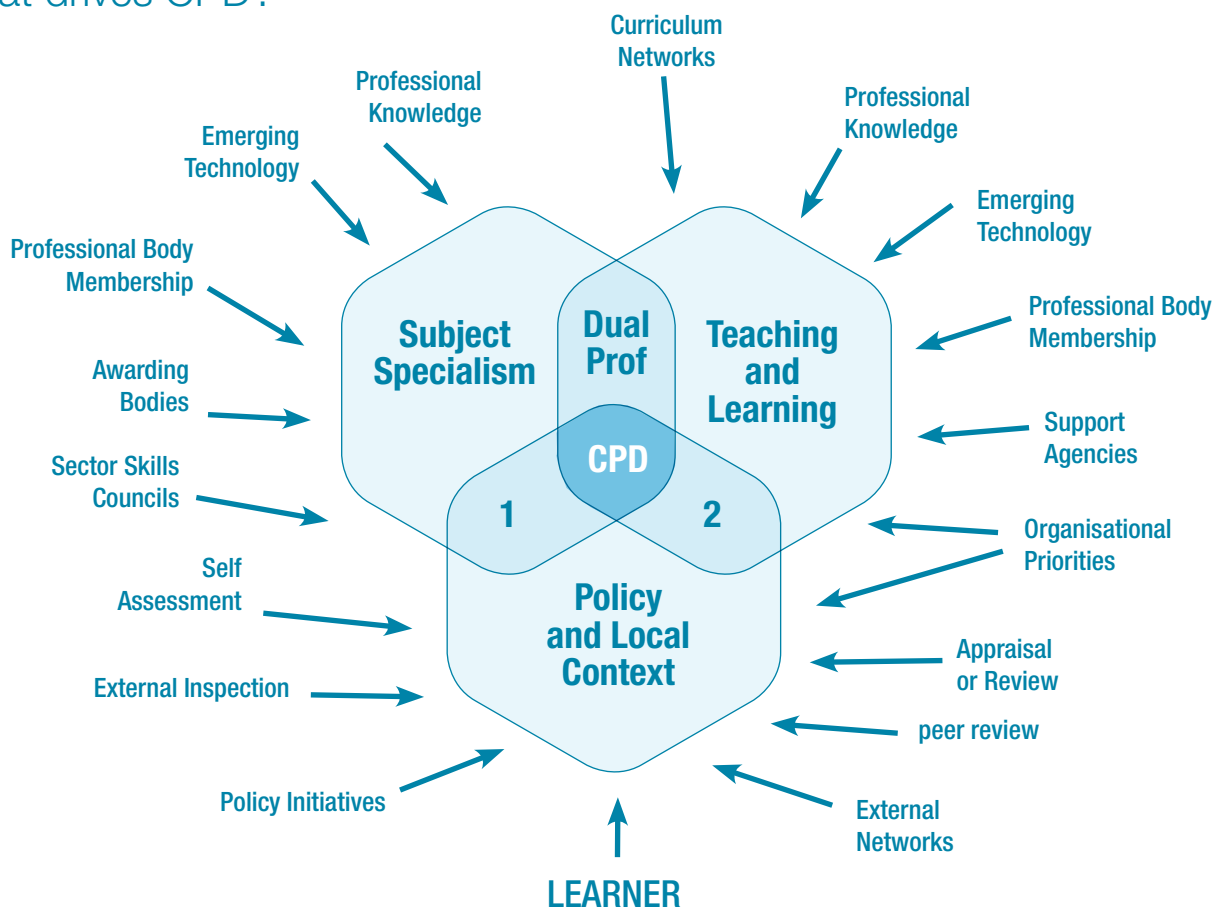
- your subject specialism
- your teaching

and reflect on any external and internal drivers that might determine your focus for development activities. Both parts of your professional practice are equally important, but the balance of the activities you undertake

will inevitably be decided by a consideration of the context in which you work and your employer and learners' needs.

In any one year, particular drivers in each part of the model will highlight important areas of development for you to consider and, although a balance of CPD activities is desirable, you need to give a rationale for your choice of the balance of CPD activities. Interrogating the model will help you to plan your professional development activities, although within the year your priorities might change and your plan can be amended accordingly.

### What drives CPD?



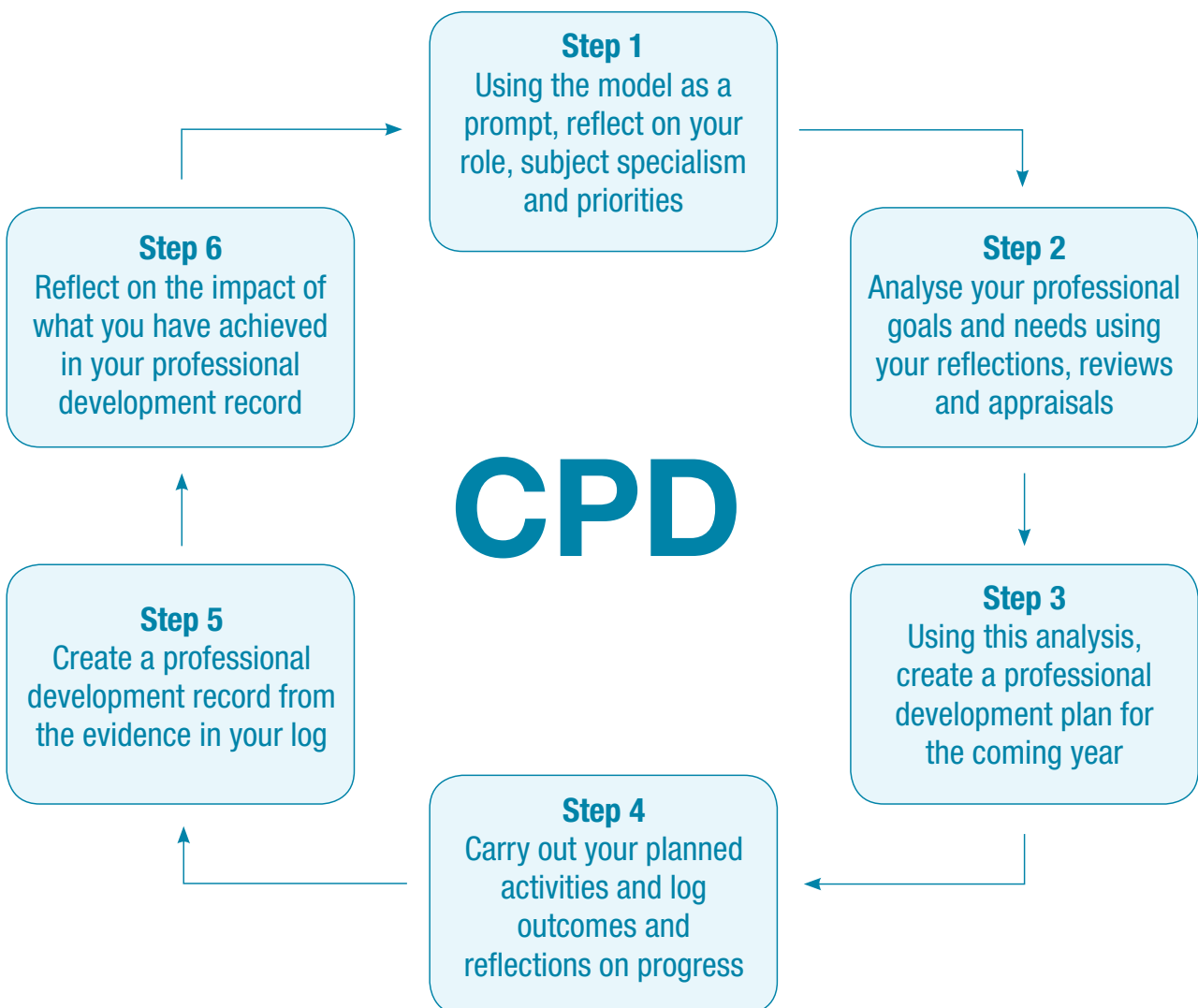
**Figure 1**

Dual professionalism and its impact on the model for continuing professional development: 1 relates to CPD arising out of subject specialism, 2 relates to CPD arising from teaching, and 1 and 2 both relate to the context in which you work.

## How do I begin planning my professional development?

This series of 6 steps (figure 2) will help you to track professional development as it takes you through the reflective practice cycle from planning to impact assessment.

As with any experiential learning cycle, your learning and development will not always follow these steps neatly and in sequence. It is quite appropriate that you address a particular stage of this process when you see it as relevant and timely to your own developmental journey. But at the outset, particularly if you are not experienced at planning CPD, a systematic approach helps.



**Figure 2**

The professional development cycle incorporating reflective practice.

## The 6 step approach to reflecting on your CPD:

### Step 1 - contextual analysis:

If you are a new teacher or trainer (from September 2007) your priority is to become qualified and gain QTLS or ATLS. If you are already qualified you will need to begin reflection on the relationship between LLUK standards for teachers and the development of your professional practice (visit [www.lluk.org](http://www.lluk.org) for further details). Use the model of dual professionalism and think about the context in which you work, what the key priorities are for keeping up to date in your subject area and in your approaches to teaching and training.

### Step 2 – needs and goals analysis:

Analyse your priority areas using appropriate forms of evidence, such as: learner feedback, impact evaluation, employer appraisals and teaching observations. Also make a critical self-assessment of your needs and goals for the coming year that will address identified areas for development.

### Step 3 - individual development plan:

Using the evidence from this self-assessment, identify professional development activities that you think will address your needs thinking carefully about the type of activity as well as the focus or topics that are most likely to be effective for you. Create a professional development plan giving:

- a brief rationale for each activity,
- a time-line for achievement,
- outcomes and
- what you think will be the measures of success.

### Step 4 – professional development log:

Carry out the activities identified in your plan, keep an account of the activities you complete with dates and some indication of time spent together with your reflections on progress and the difference the activities are making to you, colleagues and learners.

### Step 5 – professional development record:

You will probably accumulate many more hours than the 30 (or pro-rata) that are required but towards the end of the cycle put together the most significant activities that have made the most impact on your practice in a record of professional development. This will evidence that you have completed the required number of hours of CPD for your teaching or training role and crucially will also show the impact of what you have achieved.

### Step 6 – reflection on practice and impact analysis:

Reflect on the impact on your professional practice, and on your colleagues and learners, of each aspect of CPD you have undertaken. This will be one of the prompts for the next cycle and will also be an integral part of your learning log for the current year.



## Reflecting on CPD

### How do I measure the impact of my professional development?

Effective evaluation of the impact of what you have done is straightforward – you need to establish what you want to achieve at the outset of the professional development activity and then measure how far you have done this.

So in your planning stage you need to establish:

- what kind of difference do I want to make and to whom?
- by when?
- what do I think the picture, evidence and data is at the outset?
- what picture and evidence do I want to achieve?

Then in conclusion evaluate the difference you have achieved.

The evaluation measures ‘from what... to what...to so what’

Starting point statement	Impact statement
current practice/situation	changed practice/situation
current data/evidence	new data/evidence
type of measure used	changed measure proposed

You need to conclude the evaluation process with the ‘so what’ question. What difference have your professional development activities made on practice and learners.

However careful you are in the initial stages, things don’t always go to plan. Do reflect on the unintended or surprising outcomes in your evaluation stage as this can provide evidence of deep learning and prove to be a spur to more critical thinking and further action. Think about what you would have done differently and what you would change if you were to undertake the activity again.

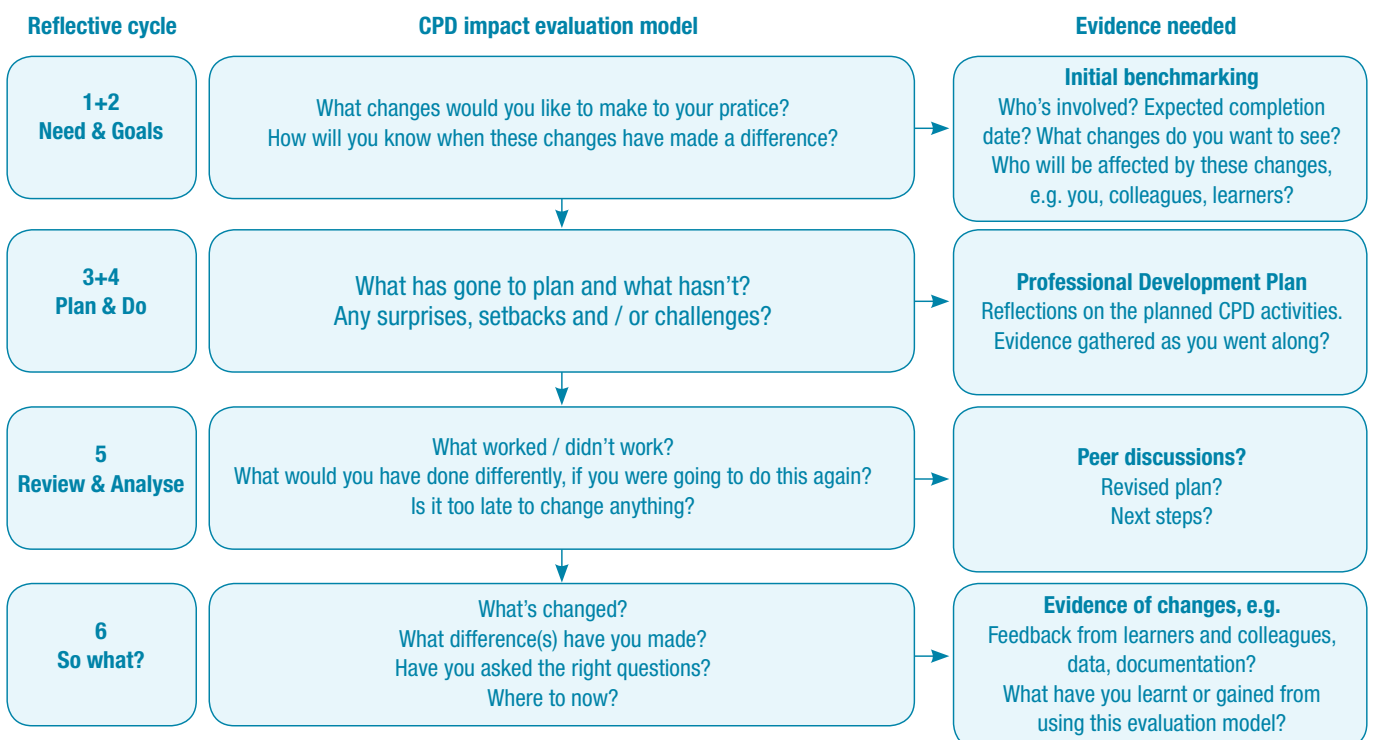


Figure 3 CPD impact evaluation model

## How do I evidence reflection?

Thinking about your professional development is one thing, critical reflective practice is another and is more complex.

Reflection is about questioning the 'givens', assumptions and sometimes uncertainties of an action; critical thinking is linked with problem-solving and working towards a solution. Try to reflect through different critical lenses when you are planning or evaluating CPD. Think about the possible or actual outcomes:

- from your own perspective
- as viewed by your colleagues
- from the perspective of your learners
- from a theoretical point of view.

For added rigour, reflect on the outcomes of an activity with a colleague or group of colleagues and ask them to act as critical friends; this kind of learning conversation (even if virtual) can be powerful and support your developmental process.

## How can I record my CPD?

We offer an online CPD tool, REfLECT, which you can use to help you to;

- record thoughts and activities, keeping a log over the year
- share your CPD with colleagues, peers or managers for their review and comment
- plan development activities in a structured way so that you think about next steps and resources
- count CPD hours logged giving you an updated tally of your professional development.

REfLECT is a personal learning space secure and private to you; it will enable your CPD record to be personalised and then shared with different audiences, your employer, another professional body, your colleagues. Sharing your plans and thoughts with others is evidence of peer discussion and will count as a development activity if it has an impact on your practice.

You can choose any method to plan and record your CPD and your employer may have a preferred system that you can use. For more details on REfLECT see our website ([www.ifl.ac.uk](http://www.ifl.ac.uk)), log on to the members area and click on the Reflect link.

## When do I tell the IfL that I have completed my CPD record?

The deadline for you to tell us that you have completed the required number of hours each year is the 31 August. There will be a form on our website from the 1 June so that you can self-declare completion.

You will not have to do anything else unless your CPD record is selected as part of our sampling and auditing process. If you are selected, we will contact you in September and ask to see your record for analysis. The results of the sample will form part of our annual report on CPD and will also produce case studies and examples of creative and effective activities which will help all members in planning and evaluating professional development.



The opening page of REfLECT

## Finally – work with others

As research shows, professional conversations, face-to-face and online through REfLECT about CPD are vitally important for your ongoing development as a teacher or trainer. We would recommend therefore that from the outset you share your on-going development work with a colleague who will also be able to act as a critical friend, supporter of activity and peer reviewer of your planning and reflection on CPD.

For further information read the relevant FAQs of the IfL website ([www.ifl.ac.uk](http://www.ifl.ac.uk)).

IfL welcomes your views, questions and comments on professional development throughout the year so do please contact us at [cpd@ifl.ac.uk](mailto:cpd@ifl.ac.uk).

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## Why CPD?

Continuing professional development is the hallmark of the professional. And professional bodies give the public and the sector confidence that individual teachers, trainers, tutors and assessors are striving to continuously improve their skills, knowledge and expertise.

As the professional body across the full breadth of further education, including adult and work-based learning, the Institute for Learning asks each member to commit to improving their expertise both in teaching and in their vocational or subject area.

This means that any activities that are undertaken for the purposes of keeping up to date with the latest developments in a subject area and keeping abreast of developments in teaching approaches will count as meaningful CPD as long as these questions can be answered:

Has there been reflection on the learning gained from a professional development activity?

Has the activity and the reflection made a difference to practice?

Can an impact on learners or colleagues be evidenced?

The activities can range from the formal such as workshops, conferences, courses or programmes to the informal, self-directed kind such as reading journal articles or reviewing websites. The key thing to remember is that this is not just about completing a list of activities undertaken during the year that add up to 6 or 12 or 30 hours.

The time spent will be meaningless unless it makes a difference. So for example, attendance at a half day conference or workshop which gives updates on planned curriculum changes to a subject area may well involve 4 hours or more listening, note-taking and discussion that might result in nothing new back at the workplace.

If on return, that conference participant, full of ideas for changing how they will deliver a new curriculum, puts the discussion and notes into practice and then measures the 'so what' factor by analysing what has been changed, what feedback there was and what difference it has made to teaching or training – this could result in many more than 4 hours. The time spent before and after the activity is vital for professional development to make an impact.

It is the quality of the thought that goes into CPD activities that is crucially important to the notion of professional development. As a teacher or trainer who is committed to your own professionalism you will want to be at the leading edge of practice.

More information CPD is available in the [CPD guidelines](#)

## Why REfLECT?

Reflect is an online space offered as a benefit to all IfL members. It is a personal space which can be use for storing files, collaborating with peers, creating action plans amongst many other facilities.

Using REfLECT will support you to continually develop your expertise both as an individual and within a community of practice.

Completing 30 hours of CPD (if you are a full-time teacher or trainer) may seem onerous but if you keep track of all of your activities, thoughts and evidence of impact throughout the year in REfLECT, nothing is lost and when the time is right you can select the most significant activities for the submission of your CPD record.

REfLECT is available from any computer with internet access and Abode Flash version 7 installed on it. This ensures that your work is instantly accessible and portable across institutions.