FaSMEd

PRINCIPLES FOR EFFECTIVE PROFESSIONAL DEVELOPMENT

The following principles for designing successful approaches towards continuing professional development (CPD) are taken from research. The list is not exhaustive, and designers of CPD will add their own principles and emphasise some principles more than others.

Competence-oriented:
Successful CPD-units focus on relevant content-related or methodological competencies and make these goals transparent for all participants. Thus, teachers see a connection with their own teaching practice and this increases their motivation.

Participant-orientated:
Growth in teacher competence is based on the careful observation and consideration of the participants' individual prerequisites, questions and problems.

Stimulate cooperation:
Cooperation among teachers is critical for long-term effects of professional development. In professional learning communities (PLC) teaching is considered a shared matter of interest of a group of teachers, who share and interrogate their practice. Powerful professional learning fundamentally requires teachers to feel safe to experiment and examine the impact of their experiments.

Case-relatedness:
Concrete cases such as student products, student interviews or classroom videos serve as a starting point for, and a field of practice, during the CPD. The particular focus on participants' practical experiences is regarded as the core of effective CPD.

Diverse instruction formats:
Successful CPD approaches create connections between theoretical knowledge and practical experience, achieved by deploying input, practice and reflection phases. A range of instruction formats should be used to provide opportunities for active participation, experience self-effectiveness and competence transfer.

Foster (self) reflection:
The CPD sessions should provide opportunities for participants to reflect not only on their own classroom practice, including the effects of their experiments, but also on what they are learning as part of the CPD.