Continuing Professional Development

Praise for the first edition: 'Peter Earley and Sara Bubb bring together, in a very accessible way, theoretical and practical aspects of CPD and suggest how leadership and management can be applied in this vital area of staff development. This book will help co-ordinators and school leaders to develop their most important resource - the people who work with the children' - Richard Stainton, Education Journal 'The most obvious target user for the book is the (not rare) person suddenly hoist with the staff development responsibility petard: but, thoughtfully used, most staffrooms will include several people who could benefit from thinking about its contents and putting some of the ideas into practice' - British Journal Educational Technology 'This book is a welcome and practical guide to the wealth of publications on Continuing Professional Development... [M]akes an excellent contribution to the current and widening debate on the nature of Continuing Professional Development. For School Leadership Teams it is an essential resource and reference for the managing of professional development and learning. It also serves as an excellent practical guide, and CPD coordinators reading this book will find themselves questioning and as a result developing their own practice. The book is written in accessible language using believable case studies to illustrate the wealth of research that has been carried out. The deeply embedded notion among some teachers that professional development consists of the one day course is challenged, and the reader is left in no doubt as to the range of opportunities that exist and need for them to be harnessed in order to ensure school improvement. The book is will surely act as a catalyst for the review and development of CPD in schools' - Stephen Merrill, Edge Hill College of Higher Education, British Journal In-Service Education 'A practical guide to all aspects of professional development which ought to be in the possession of every professional development coordinator in every primary and secondary school in the land - and their colleagues in leadership teams' - Tim Brighouse, TES Friday Magazine This new edition of a best-selling book provides an up to date overview of Continuing Professional Development (CPD), combined with a guide to best practice. Changes include: - expanded sections on the professional development of support staff and the wider school workforce (particularly important in the light of workforce remodelling) and the evaluation of CPD - more on making sure that professional development has an impact, and provides good value for money - the common core of skills and knowledge for the children’s workforce, the new standards for qualified teacher status, induction, threshold, excellent teachers and advanced skills teachers as well as those for higher level teaching assistants. Drawing on the latest research, the contents include: - a clear explanation of CPD and latest developments; - practical tips on how to lead and manage CPD for a range of staff in schools - identifying training needs, designing and implementing programmes and evaluating their impact; - detailed guidance on CPD for staff at different stages of their careers. Written in a
clear readable style it covers the latest standards and offers examples of current good practice. It is an essential professional reference for all those responsible for leading and managing professional learning in schools (headteachers, deputies, CPD and staff development coordinators) and Local Authorities (LAs). It will also prove invaluable to training providers and universities.

This book helps information professionals in their continuing professional development (CPD). The book shows them how to examine their own skills and plan their development over a period of time. It also helps them to focus on their career path and begin the acquisition of skills necessary for the route they wish to follow in information work. The book is set against the background of CPD being an essential part of the modern information professional’s career planning. Employers are certain to be able to choose between a number of qualified personnel for every available post. Those individuals that have a proven track record of skills development in both their personal and professional skills are more employable. Focuses on analysing skills and planning skills acquisition Helps the development of a portfolio for recording skills Shows how to create or find programmes for development

Today in the United States, the professional health workforce is not consistently prepared to provide high quality health care and assure patient safety, even as the nation spends more per capita on health care than any other country. The absence of a comprehensive and well-integrated system of continuing education (CE) in the health professions is an important contributing factor to knowledge and performance deficiencies at the individual and system levels. To be most effective, health professionals at every stage of their careers must continue learning about advances in research and treatment in their fields (and related fields) in order to obtain and maintain up-to-date knowledge and skills in caring for their patients. Many health professionals regularly undertake a variety of efforts to stay up to date, but on a larger scale, the nation’s approach to CE for health professionals fails to support the professions in their efforts to achieve and maintain proficiency. Redesigning Continuing Education in the Health Professions illustrates a vision for a better system through a comprehensive approach of continuing professional development, and posits a framework upon which to develop a new, more effective system. The book also offers principles to guide the creation of a national continuing education institute.

The use of multimedia strikes at the very heart of traditional teaching and learning methods, and is changing the way educators think about the whole process of teaching and learning. Multimedia and Megachange spurs ideas for the use of interactive technology to revolutionize teaching and learning. It describes and analyzes issues and trends that are currently setting a research and development agenda for educators. Contributors to this volume explore all fronts on which computer technology are changing the educational process: concept and theory research application design Multimedia and Megachange opens up the exciting world of how technology is dramatically changing how
teachers teach and students learn. It also highlights spin-off changes for classroom management, greater sources of information, and improved evaluation and grading techniques.

The Continuing Professional Development series sets out to demystify professional development in education, and does so from a Scottish perspective. All books in the series approach their subject in an accessible manner that allows the reader to perceive how continuing professional development can enhance job satisfaction - as well as making a real difference to the most important client group of all: the pupils and students in our care.

The ultimate guide for developing your career as an English teacher. Succeed in TEFL is packed with information on how to develop within the profession including chapters on: how to get the most out of observations teaching exam classes being part of a reading group doing action research going to conferences becoming a manager and much more! This is an indispensable book for all EFL teachers: a conclusive guide to making the most of your teaching experience and moving ahead in your career. The author draws on his wealth of knowledge in the fields of teaching, training and management to address the key issues facing today's ELT teachers. Also included is a range of case studies and interviews from teachers with experience of working in different countries and contexts. These bring fresh insight to the topics and numerous tasks covered and numerous. This book is ideal for teachers looking for new ways to develop as well as academic managers wanting fresh ideas on how to foster Continuing Professional Development (CPD) in their staff.

Higher education is a driving force behind enhancing competitiveness for economies in the global market; however, a myriad of obstacles can pose significant challenges to students seeking such opportunities. Accelerated Opportunity Education Models and Practices is a pivotal reference source for the latest scholarly research on emerging initiatives in academic institutions that implement expedited educational programs across the globe. Examining the benefits that stem from enabling students to complete their university degrees in a shorter timeframe, this book is ideally designed for administrators, researchers, academicians, and educators interested in guidelines and frameworks necessary to provide accelerated education options at the collegiate level.

As new trends emerge in the realm of education, instructors are faced with the task of continuing development in order to stay up to date on the latest teaching methodologies for both virtual and face-to-face education. Facilitating In-Service Teacher Training for Professional Development is a pivotal reference source for the latest research on the scenarios faced by in-service educators, uncovering models, recent trends, and perceptions of in-service teacher training. Featuring extensive coverage across a range of relevant perspectives, such as teacher identity, collaborative teacher development, and exploratory practice, this book is ideally designed for researchers, practitioners, and professionals seeking current research on the need for continuing development in teacher education.
Guide designed specifically for engineers and technical professionals. Includes details of personal development planning software and other resources, as well as helping to analyse career plans by identifying competencies and skills. This book gives an up to date picture of a rapidly changing field, enhances understanding of continuing professional development and its potential to bring about change and development to improve the quality of teaching and learning in schools. Continuing Professional Development

Christopher Day and Judyth Sachs have done a remarkable job of pulling together an outstanding collection of essays on professional development that reflect its stunning diversity in different regions around the world. They have done for readers what no one else has accomplished in nearly a quarter century: Combine in a single volume a clear and concise description of professional development’s past, present, and projected future internationally." Thomas R. Guskey, University of Kentucky. "an engaging text through out and can be dipped in to or read from beginning to end... The editors and authors of this book have done a great service to teachers and professional development educators worldwide" Journal of Inservice Education

This Handbook brings together theoretical and empirical research on purposes, policies and practices of teachers' continuing professional development (CPD) over the last twenty years. It provides a unique collection of regional writing from key professionals in different regions of the world, featuring: A review of current CPD literatureDiscussion of the politics, policies and purposes of CPDCase studies from Europe, USA, Australia, Asia, Africa and South AmericaA synthesis of research and future research possibilitiesThe book comprises a fascinating mix of conceptual framing, accounts of purposes and practices, case studies and analyses of best practice from a range of highly regarded writers in the field. It is an indispensable source book for policy makers and teachers at all levels of the education systems. Contributors: Beatrice Avalos, Ray Bolam, Pam Christie, Marion Dadds, Christopher Day, John Elliott, Susan Groundwater-Smith, Shirley Grundy, Ken Harley, Alma Harris, Geert Kelchtermans, Geoff Lindsay, Judith Warren Little, Agnes McMahon, Daniel Muijs, Alan Penny, Judith Robison, Judyth Sachs, Ciaran Sugrue, David Tripp

This handbook offers practical guidance for everyone involved in professional development. Expert advice is provided on relevant aspects of nursing practice such as reflective practice and clinical supervision.

This comprehensive guide to continuing professional development (CPD) in the lifelong learning sector (LLS) provides teachers with practical support and guidance alongside development activities. It encourages teachers to reflect on their practice and subsequently shape and develop their teaching in response to the needs of their learners, their institution and local and national priorities. The book emphasises the importance of teachers as professional individuals who are responsible for their own CPD. It also helps senior managers to create a positive environment and 'learning organisation' in which teaching and learning can flourish. The book sets the context for CPD and:Offers an understanding of the CPD process and the need for undertaking reflective practiceMeets the needs of new teachers, trainers and tutors in the sectorConsiders CPD for teaching and learning and subject-specific CPDProvides an introduction to action research and case studies of research into teaching and learning in the sectorAccessible to anyone who is working, or training to work, in the LLS, this
book will provide practical suggestions, ideas and activities to stimulate activities and research.
Continuing professional development (CPD) is critical for the health IT professional. Healthcare is fast-paced, dynamic, ever-changing, and global. It’s both exciting and exhausting. And it is rapidly evolving through innovation, Federal incentives, and technological advancements. For these reasons, health IT professionals must embrace lifelong learning to ensure they have the professional competencies to advance initiatives that positively impact patient care. This handbook will provide the rationale and the resources to do so and will serve as a reference to accompany one’s career success.
Continuing education, continuing professional development, and high-value continuing professional development exist along a continuum. Continuing education (CE) often is associated with didactic learning methods, such as lectures and seminars, which take place in auditoriums and classrooms, and is often viewed by health professionals as merely a path to maintaining licensure and certification through the accumulation of credits. Continuing professional development (CPD), in contrast, embraces a wider array of learning formats and methods that are driven by learners. The Global Forum on Innovation in Health Professional Education hosted a workshop in April 2017 to explore the value proposition for CPD. Forum members and workshop participants gathered to learn about innovative CPD programs around the world, to consider the perspectives of those who invest in CPD, and to discuss the business case for CPD. This publication summarizes the presentations and discussions from the workshop.
This new edition of the basic resource has been substantially restructured and updated to reflect the very latest CPD requirements and includes several new chapters. It reviews current policy on CPD and discusses the theoretical basis for maintaining competence and for adult learning, whilst providing practical guidance on how to develop a strategy for professional and career development, and on portfolio preparation that shows evidence of professional updating and CPD.
Effective Practices in Continuing Professional Development presents case studies of schools’ journeys towards effective CPD practice as part of a TDA national project. It tells the story of the goals set and achieved, and the challenges and successes along the way. Each case study makes specific reference to the nine factors or approaches to CPD identified in the book as underpinning effective practice. This includes how a clarity of purpose was established at the outset of CPD activity and how the London Centre for Leadership in Learning’s clear and rigorous impact evaluation framework supported and challenged projects to develop their thinking and practice. All of this is contextualised within the wider literature about the successful leadership of CPD and the effective practice of school workforce development. The editors introduce why effective CPD matters, and conclude with the lessons learnt and ways forward. Among the many cases provided by leaders in this field, Sara Bubb writes how coaching in a special school was used to make teachers and support staff feel more valued. John Tandy describes how primary school heads came together with the Local Authority to jointly develop a Leadership Charter that was a summary of effective leadership practice in the Borough. The book will interest practitioners and professionals who design and develop CPD opportunities and practice within all sectors of education, as well as all working within the strategic leadership of CPD. It also complements the TDA’s national development programme for the leadership of CPD by showing how the strategic implications of the nine CPD approaches identified can improve the overall quality and impact of professional development and so enhance the learning for all children and young people.
"The one phrase that comes to mind after reading this book is wide-ranging'.... This book provides an excellent forum for a debate of wide-ranging issues' - Journal of Continuing Professional Development "This book is impressive for its detail and for its exploration of the issues of professional development, and sets out to be a fully comprehensive account of it, both historically and in its contemporary state as it moves forward with the New Labour government' - "Teacher Development "This is an excellent text. It will be of considerable interest to educational managers, to those on educational management programmes, and to those who teach and research in educational management' - "Mentoring and Tutoring "Managing Continuing Professional Development in Schools brings together commentary from experts in all aspects of CPD in schools. This timely analysis is essential reading for all teachers and those considering entering the profession. The teacher's career is being redefined.

First Published in 2004. Routledge is an imprint of Taylor & Francis, an informa company. Continuing professional development (CPD) has become a defining issue in twenty-first century social work. There is widespread consensus in favour of CPD. But what is it? Are there discernible international trends? What are the barriers to participating in CPD? What do social workers think about and want from CPD? This book seeks to answer these questions. Based on a survey and interviews with social work practitioners, CPD in social work offers a unique insight into the possibilities and challenges of CPD and the issues it presents for newly qualified and experienced social workers in practice. Combining the perspectives of social workers and their managers with international research, assures its global appeal. It offers possible directions for the future of post qualifying social work education, making it essential reading for practitioners, educators, managers and policy-makers.

Therapists must increase their understanding of Continuing Professional Development (CPD) to maintain and improve competence. Every practitioner will need to take steps to maintain and demonstrate continued competence under the provisions of the new Health Act 1999. This book considers current policy on CPD and discusses the theoretical basis for maintaining competence and for adult learning. Primarily, however, it provides practical guidance on how to develop a strategy for professional and career development, and on portfolio preparation that shows evidence of professional updating and CPD. Many examples are given of activities in the areas of clinical work, management, education and research that can be used for CPD. The development and use of learning skills such as reflection and critical evaluation is considered central to the process. Written specifically with the therapist in mind, this book will provide invaluable practical advice to occupational therapists, physiotherapists, radiographers, speech and language therapists, and podiatrists.

There has been a recent focus on how practitioners can engage with continuing professional learning and development. This book is written to support and help busy social workers in front line practice, as well as those in leadership and management roles, to achieve the key aims of continuing professional development (CPD) in a post-qualifying social work context. There are sections on how to engage with CPD at an appropriate level, understanding complex thinking and practices and developing professional reasoning and judgement that can be appropriately recognised and evaluated.

The role of continuing professional development (CPD) is increasingly crucial for regulators, educationalists and the healthcare profession. In terms of continued fitness to practise and patient safety, as well as maintaining professional standards, a more thoughtful, evidence-based and transparent approach should be considered. This book provides a concise overview of the literature whilst drawing on doctors' experiences, offering a practical approach to managing CPD. The systematic method ensures the interests of the service and regulators are met whilst enhancing the importance of high quality patient care and the needs of doctors as individuals. It focuses on the following key aspects: Relating CPD to the needs of the changing
and developing health care service
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This handbook provides a practical self-help guide to continuing professional development for clinical psychologists. Takes a 'hands-on' approach, addressing the many practical issues in identifying, evaluating and meeting continuing professional development needs. Outlines the importance of life-long learning for clinical psychologists. Explores the continuing professional development needs of clinical psychologists at different stages of their careers. Includes a chapter on the NHS Knowledge and Skills Framework and its implications for applied psychologists. Gives examples of good practice; considers likely future developments in the field. Librarians and information workers the world over are faced with the constant challenge of remaining abreast of developments in their field. Rapid changes in technology and workplace roles threaten to make their skills obsolete unless they undertake constant professional development. This international collection presents a comprehensive overview of current continuing professional development theory and practice for those who manage and work in library and information services. Papers by academics and practitioners describe numerous innovative responses to emerging continuing education and training needs, including workplace learning; individual learning and learning organisations.
The second edition of this popular text meets the continued and increasing demand of teachers to apply professional development techniques from other areas of work to their own profession. The continuing professional development (CPD) of physicians, formerly called continuing medical education, greatly expands what physicians can do with the help of
educational experts to provide optimal patient care. This book brings together more than two dozen noted contributors from throughout the medical education field to consider how the evolution of the physician workforce is affecting the approach to lifelong learning. All who are dedicated to assisting physicians in that learning and improving health care will find the book to be forward-looking, comprehensive, thought-provoking and informative.

The aim of this book is to provide a single source of information to support continuing professional development (CPD) in the built environment sector. The book offers a comprehensive introduction to the concept of CPD and provides robust guidance on the methods and benefits of identifying, planning, monitoring, actioning, and recording CPD activities. It brings together theories, standards, professional and industry requirements, and contemporary arguments around individual personal and professional development. Practical techniques and real-life best practice examples outlined from within and outside of the industry empower the reader to take control of their own built environment-related development, whilst also providing information on how to develop fellow staff members. The contents covered in this book align with the requirements of numerous professional bodies, such as the Royal Institution of Chartered Surveyors (RICS), the Institution of Civil Engineers (ICE), and the Chartered Institute of Builders (CIOB). The chapters are supported by case studies, templates, practical advice, and guidance. The book is designed to help all current and future built environment professionals manage their own CPD as well as managing the CPD of others. This includes helping undergraduate and postgraduate students complete CPD requirements for modules as part of a wide range of built environment university degree courses and current built environment professionals of all levels and disciplines who wish to enhance their careers through personal and professional development, whether due to professional body requirements or by taking control of identifying and achieving their own educational needs.

Continuing professional development (CPD) is essential for all health and social care professionals. It is also beneficial for organisations. Evidence shows that when there is significant investment in CPD, individuals feel valued and their practice improves. In order to maximise the potential of your CPD, this practical handbook guides you through the five TRAMm stages, which are depicted as stations: Tell (T), Record (R), Activity (A), Monitor (M) and measure (m). The tried-and-tested TRAMm model reflects the five standards for CPD laid down by the Health and Care Professions Council; and your own learning needs provide the main focus, enabling you to develop a full CPD portfolio as you progress. At the end of each chapter, there are opportunities to reflect on your learning – and apply theory to practice through a series of tasks. Designed for all levels (from health and social care students to experienced practitioners), this book may also be useful for associated support workers and other healthcare professionals, including doctors, pharmacists, optometrists, nurses and midwives. In addition, some aspects will be relevant for professionals outside healthcare, such as teachers, surveyors and engineers. Above all, this book demonstrates that CPD is closely linked to professional and personal success and well-being, and we should all see it as an essential part of our working lives. Contents include: • Preface • What is continuing professional development (CPD) and why do we do it? • Engaging in CPD and developing your learning style • Introduction to the TRAMm model • How do you plan
and disseminate your CPD? TRAMm Station T: TELL • How do you record your CPD plans and activities? TRAMm Station R: RECORD • What counts as CPD? TRAMm Station A: ACTIVITY • How do you keep track of your CPD? TRAMm Station M: MONITOR • How do you measure your CPD? TRAMm Station m: measure

This volume is designed for teachers, whether just setting out or climbing the ladder. It examines the complex set of options and requirements facing teachers, from qualifying as a teacher to developing skills through middle and senior roles, and continually improving teaching skills.

To maximise enjoyment of work and life requires a continual response to the changing world in which we live. Are you living to work or working to live? What would you like to be doing? We need to look within at our latent skills and abilities and explore ways of building on our current talents and developing new aspects of ourselves. Continuing Professional Development explores the importance of continuing professional development (CPD) and the different methods that can be used to analyse development needs and create and implement a CPD plan. It provides practical guidance and a theoretical overview of CPD, including examples and case studies. This fully updated 2nd edition of Continuing Professional Development includes increased coverage of the critical debate about issues in CPD, outlines how to organize and encourage CPD and provides guidance on how senior members of the profession can use and benefit from CPD. Activities and self-diagnostic tools, critical debates about issues and coverage of how to organize and encourage CPD all bring the topic to life for CIPD students undertaking the Professional Development Scheme as well as general readers seeking to encourage CPD in the workplace. Online supporting resources include an instructor's manual and lecture slides.

This book examines continuing professional development (CPD) of teachers in Finland. As one of the best-performing countries in terms of education, the Finnish education system is often revered and held up as an example to follow. However, the authors argue that CPD actually constitutes the Achilles' heel of this 'miraculous' system, demonstrating that in fact it is a victim of contradictory discourses and actions among decision-makers, teacher educators and practitioners. Including extensive interviews from CPD providers, teachers and other educational actors, the authors critically discuss the 'wonders' of Finnish education, in the process debunking various myths created both inside and outside Finland. The authors also call for a new approach to comparative and international education. Based on over 20 years of experience in Finnish education, this pioneering book will be of interest and value to students and scholars of Finnish education, continuing professional development and international education branding more generally.

This work provides a survey of attitudes towards the concept of lifetime learning and the individual employee. It explores the need for continuing professional development in the modern business environment, and also considers the potential for action on a Europe-wide basis.

Continuing Professional Development (CPD) is the means by which the professions across the world ensure that their knowledge and skills remain up to date and relevant to changing needs and environments. CPD significantly contributes to the quality and reputation of the professions and therefore to the quality of national and international social life and economic well being. Starting with a discussion on what CPD is, the author analyzes how professional bodies govern CPD, what support they provide to individual professionals and how they measure or evaluate what individuals do under the provenance of CPD. Continuing Professional Development explains why, up to now, CPD has been a relatively neglected subject in spite of it being carried out by millions. It argues whether a variety of perspectives or visions of CPD has held back wider public appreciation of it and if greater co-ordination by professional
bodies, or the introduction of new players to the field, will change this in the future. Providing the first comprehensive study of the subject, this innovative book will be required reading for CPD professionals and researchers and is a fascinating read for all professionals, especially those involved with human resource development and management / leadership development. Continuing professional development (CPD) aims to maintain or improve the quality of professional performance. So far, it tends to have been designed for specific professional groups such as teachers, doctors, architects or engineers. Approaches, as a result, have often been local, separatist or idiosyncratic in nature. This book, first published in 1987, argues that CPD designers should consider strategies used for professional groups other than their own. This title will be useful to anyone with a responsibility for developing and implementing courses and also to practitioners themselves, as well as to students of business studies.

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