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Title: LEADING CONTINUING PROFESSIONAL DEVELOPMENT IN A SCHOOL/EDUCATIONAL ORGANISATION
 Status: Definitive
 Code: **7023AEPMA** (119228)
 Version Start Date: 01-08-2016
 Owing School/Faculty: Education
 Teaching School/Faculty: Education

Team	Leader
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Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 200
Total Learning Hours: 200 **Private Study:** 0

Delivery Options

Course typically offered: Non Standard Year Long

Component	Contact Hours
Lecture	200

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	Project		100	

Aims

Aims: To provide opportunities for education professionals to:

- Expand their knowledge and understanding of managing change and improving schools in regard to leading and coordinating practitioner CPD through learning based on engagement with current educational theory, research, policy and practice
- Develop critical professional practice through analysis of, and reflection on, and

engagement with this knowledge and understanding in their professional setting
•Develop professionally and personally through engagement with the module

Learning Outcomes

After completing the module the student should be able to:

- 1 Identify professional development needs, using a practitioner enquiry approach to critically reflect on practice
- 2 Display knowledge and critical understanding of key theoretical frameworks and concepts in leading CPD
- 3 Critically analyse and synthesise research findings and other evidence to inform their practice in leading CPD
- 4 Reflect on and evaluate on the impact of their learning on professional practice, sharing knowledge in an appropriate way

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Reflective Practice Assignment	1	2	3	4
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Outline Syllabus

Week one: Introduction and Overview

Aligning Continuing Professional Development with School Improvement

Week two: Leadership of CPD

Needs analysis and creating time for CPD

Teachers taking responsibility for their own CPD

Week three: Learning together

Becoming a professional learning community

Teaching and Learning groups

Week four: Mentoring

Exploring and analysing key models of mentoring

Week five: Coaching

Exploring and analysing key models of coaching

Week six : Classroom research as CPD

Using action research in the classroom

Week seven: Supporting teacher at different stages of their careers

Addressing the needs of individual teachers.

Week eight: Evaluating the impact of CPD

Exploring models of measuring impact

Week nine: Preparing for the assignment

Action planning for their identified assignment

Learning Activities

Learning activities will include tutor input, group discussions and activities, learning conversation, use of ICT such as Blackboard and other resources, workshops, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed reading and focused work based practice as appropriate.

Notes

This 20 credit module would sit in the generic PG Cert route and would offer the opportunity for educational organisations to link their development/improvement plans with masters level credits/provision through a bespoke module (s). This module would follow on well from the 40 credit Managing Change and Improving Practice module to complete the PG Cert in Advanced Educational Practice.)