

# Continuing professional development



## Policy and Framework

# Continuing professional development Policy and Framework

## Policy history:

- approved by the QCT Board - 12/12/2008
- updated - 17/08/2012 (inclusion of APST and amended legislation and regulation for nationally consistent registration elements)

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## Background

The *Education (Queensland College of Teachers) Act 2005* outlines requirements for teachers in Queensland seeking to renew their teacher registration at the end of each five-year period of teacher registration.

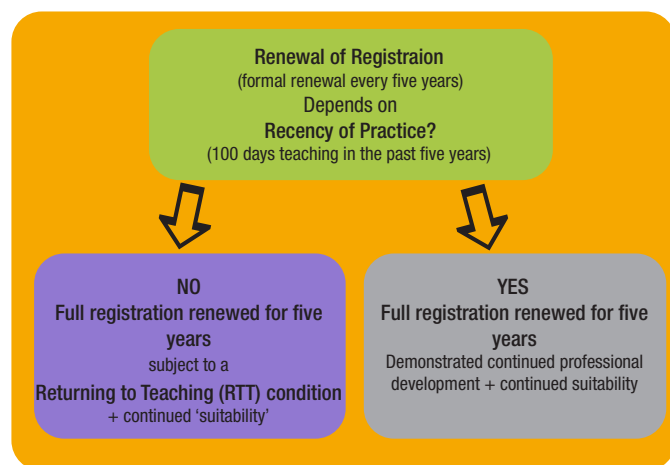
*S29(2)(d) The QCT may renew registration if reasonably satisfied the person has undertaken the required CPD under the CPD framework.*

The legislation requires that the *CPD Framework* has regard to the *Australian Professional Standards for Teachers*. It may state the type of CPD required; and the minimum continuing professional development a fully registered teacher must undertake.

## Policy

Fully registered teachers must meet the *continuing professional development (CPD)* required under the *Continuing Professional Development Framework* of the QCT in order to renew their registration (see the CPD Framework - attachment 1).

Fully registered teachers who do not have *recency of practice* will have their full registration renewed subject to a *Returning to Teaching in Schools condition*.



The CPD Framework recognises that many employers already have in place effective practices for supporting teachers to identify and undertake professional development. However, it is the individual teacher who is responsible for maintaining registration and meeting requirements for renewal of registration.

## Definitions

**Recency of practice** is defined as having practised as a teacher for the prescribed duration (100 days) within the five-year period of registration or having other experience the QCT recognises is the equivalent of teaching in a Queensland school (*Education (Queensland College of Teachers) Act 2005*).

**Teaching** includes delivering an educational program, assessing student participation in an educational program, or otherwise administering or providing consistent and substantial educational leadership to an educational program either in a school or in another setting if teaching an educational program prescribed under a regulation.

This means that education advisers who regularly work in Queensland schools and principals, for example, who do not engage in classroom teaching, are included in the definition of 'teacher'.

A **prescribed educational program** is one based on a syllabus or a kindergarten guideline approved or accredited by the Queensland Curriculum and Assessment Authority (QCAA) (*Education (Queensland College of Teachers) Regulation 2005*).

This means the definition includes teachers in early education centres who are delivering the Queensland Studies Authority (QSA) Kindergarten Learning Guideline or another QSA accredited kindergarten guideline (for example, the C&K Building waterfalls kindergarten guideline) to children in the year before the Preparatory year.

**Equivalent experience** - teaching in recognised schools in other Australian states and territories is acceptable. Other experience may be considered upon application for review under the QCT Policy on Experience that is the Equivalent of Teaching in a School for Recency of Practice Purposes.

**'Returning to Teaching' condition** - teachers whose registration is renewed with this condition need to complete a Returning to Teaching professional development program if they return to teaching in a Queensland school. The program needs to be completed within the year immediately before or within one year after returning to teaching.

## Policy review

The QCT keeps its policies and procedures under review to ensure teaching in Queensland schools is performed by appropriately qualified, competent and ethical people in the best interests of students, the profession and the public. This policy will be reviewed every three years.

## THE CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK

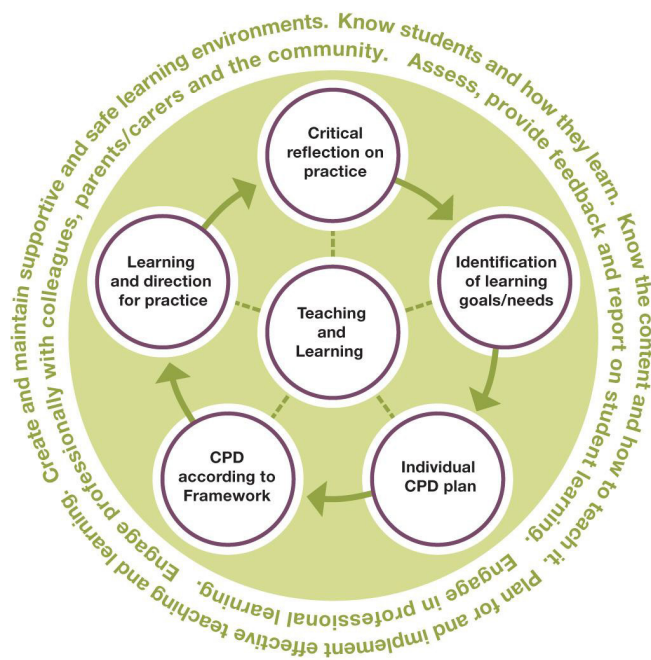
### The CPD framework concept - A standards and development focus

The CPD Framework embeds the following principles:

- CPD involves critical reflection, development and strengthening of practice.
- CPD is flexible, relevant and integral to an individual teacher's professional practice.
- CPD acknowledges the importance of teacher scholarship and professionalism.

According to the *Australian Charter for the Professional Learning of Teachers and School Leaders* (AITSL, 2012), the characteristics of effective professional learning are that it is relevant, collaborative, futures-focused and sustainable. The Charter suggests that teachers should make decisions about types of professional learning activities and experiences according to what will have the greatest impact on their practice and the achievement of their students.

### THE CONTINUING PROFESSIONAL DEVELOPMENT CONCEPT A Standards and Development Focus



The CPD Framework has regard to the *Australian Professional Standards Teachers* (AITSL, 2011). The CPD Framework concept (see diagram) reflects Australian Standard 6: *Engage in Professional Learning*. To meet the requirements of the CPD framework:

- Teachers reflect on their practice and work role against the professional standards to identify development goals and needs, career aspirations, and CPD focus (consistent with their employer's performance development processes where applicable).

- Teachers undertake a relevant, balanced combination of CPD across the period of registration focused on strengthening of professional practice and achievement of development goals.
- Teachers keep records of their CPD in a way that focuses on the application for practice.
- Teachers engage in ongoing critical reflection and enhancement and monitoring of their development.

### Continuing professional development requirements

#### Amount of CPD

Teachers must complete at least the minimum amount of CPD (see Tables 1 (a) and 1(b) and that the CPD undertaken should demonstrate:

- a balance across the following areas
  - employer directed and supported CPD
  - school\*<sup>1</sup> supported CPD
  - teacher identified CPD
- a range of types of CPD activities.
- regard to the Australian Professional Standards for Teachers<sup>2</sup>.

Table 1 (a): CPD requirements from 2013

Days of teaching employment per year	CPD requirements per year from 2013 onwards
20 days and above	At least 20 hours
Under 20 days	Nil CPD (RTT condition applied to teachers without recency of practice)

Table 1 (b): CPD requirements for the years 2011 and 2012

Days of teaching employment per year	CPD requirements per year for the years 2011, 2012
Teaching full time	At least 30 hours
200 days and above	At least 30 hours
160 - 199 days	At least 25 hours
120 - 159 days	At least 20 hours
80 - 119 day	At least 15 hours
40 - 79 days	At least 10 hours
Under 40 days	Nil CPD (RTT condition applied to teachers without recency of practice)

The required amount of CPD may include the professional development undertaken on student free days as well as other professional development opportunities.

<sup>1</sup>For the purposes of this document, the term 'school' is taken to include other education settings where the teacher delivers an education program prescribed under the Education (Queensland College of Teachers) Amendment Regulation (1) 2010

<sup>2</sup>For Principals, the Australian Standard for Principals is also relevant

## Type of CPD

### Identified areas

It is recognised that in the teaching profession, professional responsibility for maintaining professional knowledge and skills extends beyond the individual's personal professional development. Teachers also need to undertake professional development that meets their responsibilities as a member of a team and school staff. This reflects the research which shows that enhanced and sustained improvement in outcomes for students results when teachers within a school community work collectively to pursue collegial goals and development. Accordingly, the CPD undertaken should be spread across the three identified areas of *employer directed and supported, school supported and teacher identified CPD*.

The balance may vary according to the particular teacher's situation. For example, in some employer settings the first two areas (employer directed and supported and school supported) may merge. For relief/supply teachers a greater emphasis on individually identified CPD is appropriate.

### Range of activities

A range of different CPD activities should be undertaken (see Table 2).

CPD must be differentiated from activities that are normal expectations of the teacher's role or engagement in extra-curricular activities. For example, CPD does not include participation in routine core business meetings, planning and preparation.

Only the professional development component of any activity may be included and recorded as part of meeting the

requirements of the Framework.

In deciding how much of any particular activity may be included, key considerations include appropriateness for the teacher's role, achievement of identified development goals through a range of activities across the identified areas, and potential impact on practice and student learning outcomes.

The QCT recognises the value of engagement in sustained professional development, such as formal academic study, and acknowledges this may exceed the stated minimums.

The QCT also recognises teachers' individual circumstances and will provide advice where applicable.

## Recording and reporting CPD

- It is the responsibility of the individual teacher to maintain records of their CPD.
- Records can be in a format that best suits individual need, career pathway and/or employer requirements.
- Evidence should be appropriately verified at the time the CPD is undertaken by the provider of the CPD.
- Teachers' records will include the amount, standards focus, identified area and range of CPD activities according to the requirements of the framework.
- The QCT provides online tools and templates that may be used in the recording of CPD.

Teachers will retain their CPD records and evidence for 12 months following renewal of their registration and will make the evidence available as required for QCT random audit.

Table 2: CPD activities

A range of activities must be undertaken, aligned to the standards and the three identified areas (employer directed and supported, school supported, and teacher identified CPD).

*The following is an indicative not exhaustive list.*

- Development resulting from active contribution to education system initiatives, pilots, trials and projects
- Activities offered by professional development providers such as workshops, seminars, conferences, courses, online learning
- School-based and/or employer-provided professional development including professional development days
- Syllabus, curriculum and assessment professional development conducted by QCAA or employer
- Training for and development from participation in national and state test marking, QCAA and school-based teacher consistency of judgment procedures
- Preparation for and development resulting from formal presentations to colleagues on classroom practices, research findings or contemporary issues in education
- Leading school-based curriculum and/or policy development
- Preparation for and development through providing collegial professional support for preservice or beginning teachers as part of supervising/mentoring role
- Educational research/action research projects
- Active involvement in approved overseas teacher exchange, encompassing pre-preparation, on-site professional development and subsequent reporting
- Professional reading linked to activities such as research, preparation of articles, presentations to colleagues and professional practice
- Formal study leading to a qualification in education or field related to teaching area

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