

Continuing Professional Development Policy and Framework

Effective from January 2017

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

The Queensland College of Teachers (QCT) 'may renew a person's registration if the college is reasonably satisfied - the person has undertaken, during the relevant period of registration, the continuing professional development required for registered teachers under the CPD framework.' [The Act, s29(2)(d)]

The Act s30(5) requires that the Continuing Professional Development (CPD) Framework has regard to the *Australian Professional Standards for Teachers*; and that it may state the type and minimum amount of CPD a fully registered teacher must undertake.

Policy

Fully registered teachers must complete the annual CPD required under the CPD Framework, keep records of their CPD and submit the records to the QCT for audit (if requested).

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 their registration and meeting the requirements for renewal of registration.



Long term and sustained improvement which has a real impact on the quality of children's learning will be better achieved through determined efforts to build the capacity of teachers themselves to take responsibility for their own professional development, building their pedagogical expertise, engaging with the need for change, undertaking well-thought through development and always evaluating impact in relation to improvement in the quality of children's learning. That is the message from successful education systems across the world.

Teaching Scotland's Future (Scottish Government, 2011)

CPD Framework

The CPD Framework embeds the following principles:

- CPD has regard to the APST.
- CPD involves the identification of learning needs/goals.
- CPD enables teachers to challenge and develop ideas, inform and question assumptions and practices, extend knowledge and skills and deepen understandings of practice.
- CPD is flexible, often collaborative, and contextually relevant to an individual teacher's professional practice.
- CPD acknowledges the importance of teacher scholarship and professionalism.
- CPD activities and experiences not only strengthen teacher practice, but impact on student learning.
- CPD is differentiated in the research literature from professional learning.

The CPD Framework concept reflects APST Standard 6: Engage in Professional Learning.

Teachers model effective learning, identify their own learning needs and analyse, evaluate and expand their professional learning, both collegially and individually.

- 6.1: Identify and plan professional learning needs
- 6.2: Engage in professional learning and improve practice
- 6.3: Engage with colleagues and improve practice
- 6.4: Apply professional learning and improve student learning.

CPD requirements

It is expected that teachers will reflect on their practice and work role against the APST to identify development goals and needs, career aspirations, and specific professional development focus (consistent with their employer's performance development processes where applicable).

Teachers must undertake a relevant, balanced combination of CPD annually focused on strengthening their professional practice and achieving their development goals.

The CPD Concept

A standards and development focus

Professional development and learning incorporates ... *all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute ... to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.*

(Day and Sachs 2004, p. 34)



Amount of CPD

All teachers with full registration must complete at least the minimum annual amount of CPD and the CPD undertaken should demonstrate:

- a balance across the following areas
 - employer/school directed and supported CPD
 - teacher identified CPD
- a range of types of CPD activities
- regard to the APST.

Table 1. CPD hours

Days of teaching employment per year	Annual CPD requirement
20 days and above	At least 20 hours
Under 20 days	Nil CPD

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 identified areas of employer/school directed and supported and teacher identified CPD.

The balance may vary according to the particular teacher's situation, for example, in settings where the employer and school differ. For supply/relief/contract teachers a greater emphasis on individually identified CPD is appropriate.

Range of activities

A range of different CPD activities should be undertaken.

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 staff, planning and preparation meetings.

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

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

Recording CPD

It is the responsibility of the individual teacher to maintain records of their CPD. These records can be in a format that suits individual needs or employer requirements. Records should indicate the time frame, provider, type of activity and relationship between the activity and the APST.

Only the professional development component of any activity should be recorded as part of meeting the requirements. In deciding how much of any particular activity to record, 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.

Teachers are encouraged to keep their CPD records electronically in the CPD Records section of their myQCT account. The QCT provides online tools and templates to assist in the recording of CPD. Teachers who do not use the QCT's recording tool may be requested to provide evidence of completion of stated CPD activities.

Evidence of CPD activities

Evidence of CPD activities can include for example, certificates of attendance, school or employer verification and/or documenting a reflection about the activity, knowledge gained and applied to teaching practice.

Examples of CPD activities

Teachers can access a rich variety of professional development opportunities and activities. These may vary in content and structure, from informal school-based programs and online, self-paced programs to structured professional development activities, including those that may lead to a formal qualification.

For an indicative list see Table 2.

Table 2. Examples of CPD activities

Examples of CPD activities

The following is an indicative, not exhaustive, list.

- Activities such as workshops, seminars, conferences, short courses offered by consultants/professional development providers
- Contribution to education system initiatives, pilots, trials and projects
- School-based and/or employer-provided professional development in response to identified priorities, including professional development days, guest speakers
- Syllabus, curriculum and assessment professional development conducted by the Queensland Curriculum and Assessment Authority (QCAA), education organisations, professional associations
- Training for participation in national and state test marking, QCAA and school-based assessment procedures
- Preparation for and development resulting from formal presentations to colleagues on topics related to improving student learning outcomes
- Leading school-based curriculum and/or policy development
- Preparation for and development through providing collegial professional support for preservice or beginning teachers or peers as part of supervising/mentoring role
- Practitioner enquiry/action research projects, case studies
- Reading of educational publications, journals, discussion papers including critical analysis and impact on professional practice
- Viewing of educational videos and other productions including critical analysis and impact on professional practice
- Formal study leading to a qualification in education or a field related to teaching area
- Participation in work shadowing, collegial visits, learning communities and other collaborative learning activities
- Participation in online learning activities including web conferences, webinars, self-paced learning programs, networks, forums, discussion groups

CPD audit

Audits will be guided by the following principles:

- The QCT as a regulatory authority has legislated responsibilities regarding teacher registration including an obligation to comply with the Act.
- The audit process must be able to stand up to public and government scrutiny but be fair and not overly onerous for teachers.
- The audit process must observe procedural fairness and fundamental administrative law principles – for example, it must be open and transparent.
- Teachers as professionals accept that the purpose of the CPD requirements is focused on assurance of currency and enhancement of practice.

Audit implementation

A random sample of teachers with full registration will be identified each year to submit to the QCT their CPD records for the previous year. To ensure a cross-section of teachers is audited, percentages selected may vary according to different groups i.e. those attached to a school and those not attached to a school (including supply teachers, those not working or working in other settings).

The QCT online recording tool must be used for electronic CPD audit submissions. Submissions may also include electronic uploading of evidence. (Teachers unable to submit records electronically may be offered an alternative means of submission).

Consequences for non-submission or failure to meet CPD requirements

Under the Act (s32(2)) the QCT has the discretion to place a condition on a teacher's registration: 'any condition... the college considers necessary for the applicant to meet the requirements stated in s29(2)(a), (c) or (d)'.

Where the amount of CPD undertaken does not meet requirements, a condition may be applied to the person's registration. Extreme cases of not meeting requirements or not responding to requests from the QCT normally will lead to cancellation of registration.

Audit communication

- Teachers selected for audit will be given three months to submit their records.
- Teachers who fail to submit the requested audit materials by the due date will receive a reminder.
- Teachers who have met the CPD requirements will be notified that their audit has been successfully completed.
- Teachers who have completed the required CPD hours but have small departures in range and balance requirements will be advised accordingly.
- Teachers who have not met requirements will be advised of any condition that has been placed on their registration.

Implementation and 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 is effective from January 2017 and will be reviewed every three years.

Definitions

Audit – The QCT as a regulatory authority with legislated responsibilities for teacher registration has an obligation to comply with the objects of the Act. The CPD audit involves checking CPD records in order to uphold the purpose of the CPD Framework – to ensure that teachers' practice is sustained and enhanced by access to CPD.

Equivalent experience – Teaching in schools in other Australian states and territories is acceptable as equivalent to teaching in Queensland schools. 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*.

Fully registered teachers – This includes all teachers who hold full registration in Queensland regardless of whether they are teaching full time or part time in Queensland schools or equivalent, doing supply or contract teaching, or not teaching at all.

Prescribed educational program – A prescribed educational program is one based on the Australian curriculum or a syllabus or kindergarten guideline accredited, developed, purchased or revised by the Queensland Curriculum and Assessment Authority (QCAA) (Education (Queensland College of Teachers) Regulation 2005 S14A(1)(a-c)). This means the definition includes teachers in early education centres who are delivering the *Queensland kindergarten learning guideline* or another QCAA accredited kindergarten guideline (for example, the *C&K Building waterfalls* curriculum framework) to children in the year before the Preparatory year.

Professional development – Professional development is the full range of activities, formal and informal, that develop an individual's skills, knowledge, expertise and other characteristics as a teacher or education administrator (OECD 2009, Knapp 2003).

Professional learning – Professional learning is the 'changes in the thinking, knowledge, skills and approaches to instruction that form practising teachers' or administrators' repertoire' (Knapp, 2003, pp.112-113).

Teacher – 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. The teaching must be 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'.

References

- Day, C., & Sachs, J. (2004). *International handbook on the continuing professional development of teachers*. Maidenhead: Open University Press.
- *Education (Queensland College of Teachers) Act 2005*
- *Education (Queensland College of Teachers) Regulation 2005*
- Knapp, M. S. (2003). 'Professional development as a policy pathway'. In R. E. Floden (ed.), *Review of Research in Education* (pp. 109-158). Washington DC: American Educational Research Association
- OECD (Organisation for Economic Cooperation & Development). (2009). *Creating Effective Teaching and Learning Environments: First Results from TALIS (Teaching and Learning International Survey)*. Paris: OECD.
- The Scottish Government, (2011). *Teaching Scotland's Future: Report of a review of teacher education in Scotland*. Edinburgh

Contact us

0510 | EC58 | 0916

07 3377 4777

or call 1300 720 944

GPO Box 702
Brisbane Qld 4001 Australia

Email: enquiries@qct.edu.au



www.qct.edu.au