



CPD at FETs. Do we see the bigger picture?

Strengthening and Expanding FET Colleges, with a focus on Access, Teaching and Learning, and Governance at FET Colleges, 20 August 2012




The purpose of this talk

- to introduce VVOB and share with you the objectives of the FET Lecturer Development Programme (VVOB, UFS, ETDP SETA, SACE)
- to share with you some findings from our research at colleges
- to try to see the bigger picture: what is effective CPD?
- to make some recommendations



VVOB in a nutshell


- Flemish Association for Development Cooperation and Technical Assistance
- Founded in 1981 as a non-profit organisation
- Objectives: "Contribute to poverty reduction and to a fairer world with increased opportunities for all" and "Improve the quality, efficiency and effectiveness of education and training in developing countries"
- Strategic and operational partnerships with countries in Asia, Africa and South America
- The annual budget for each country programme between € 700,000 and € 1,100,000
- More than 130 associates worldwide
- Head office based in Brussels, with local offices in nine countries
- On behalf of the Federal Belgian and Flemish governments
- Cooperations with governmental and non-governmental organisations, both national and international
- In Flanders, programme on linking Flemish schools and schools in developing countries

www.vvob.be

VVOB in the World



www.vvob.be



In South Africa: current programme


Overall objective The learning outcomes of students at public FET colleges are improved and opportunities for employment increased

Specific objective The pedagogical and vocational teaching practice of FET College lecturers is improved.

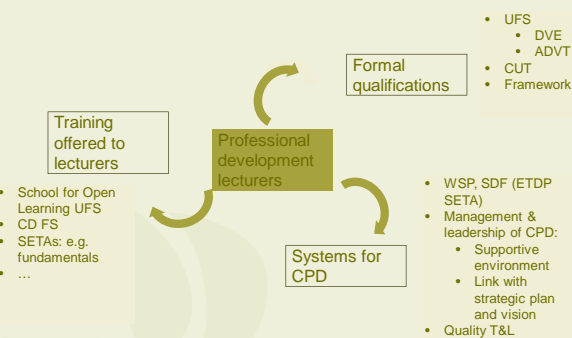
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FET lecturer development programme

2011-2013



FET lecturer development programme



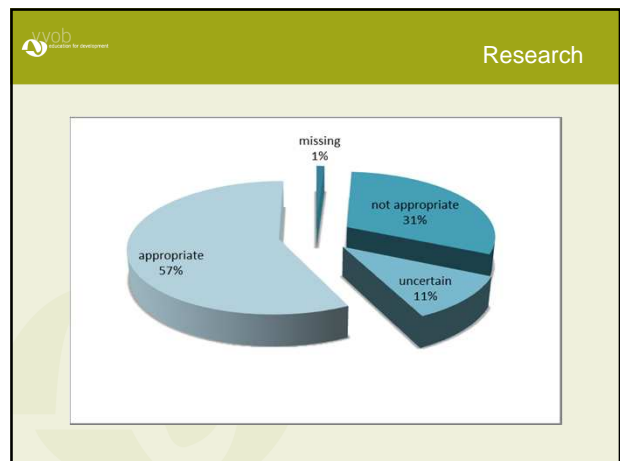
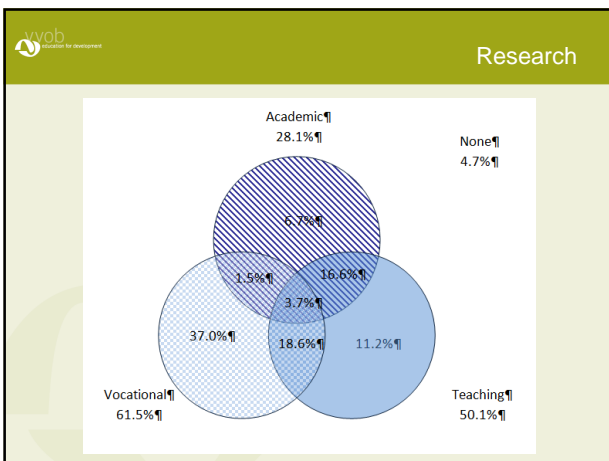
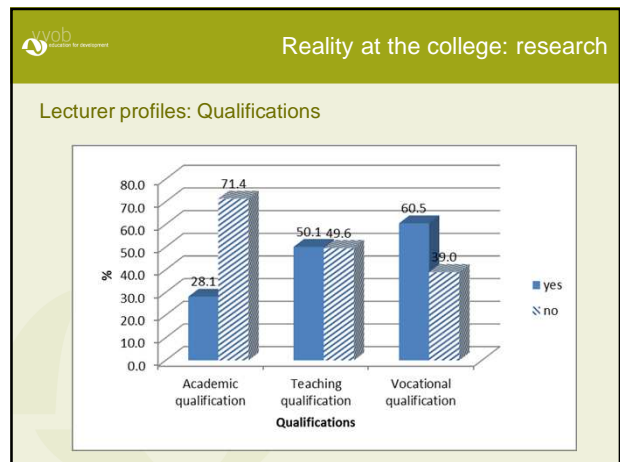
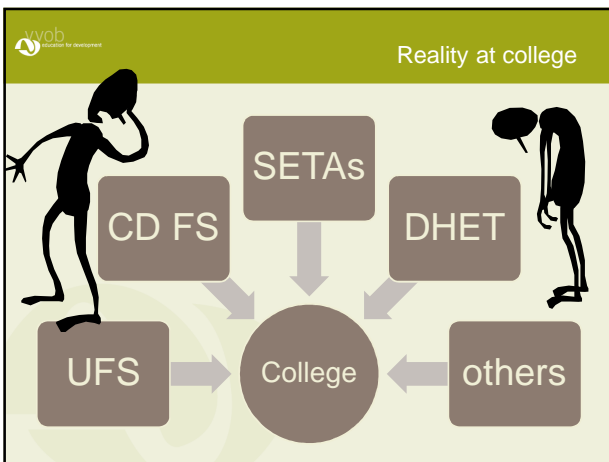
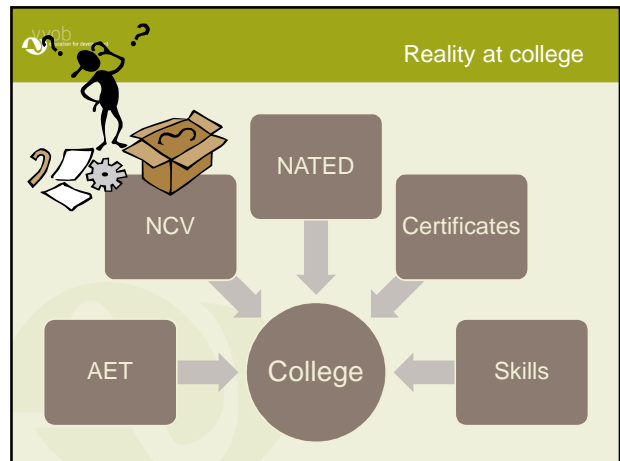
- School for Open Learning UFS
- CD FS
- SETAs: e.g. fundamentals
- ...

- UFS
- DVE
- ADVT
- CUT
- Framework

- WSP, SDF (ETDP SETA)
- Management & leadership of CPD:
 - Supportive environment
 - Link with strategic plan and vision
 - Quality T&L

Formal qualifications

- Awaiting the Framework for FET lecturer qualifications
- Setting up a team of experts at UFS to design DVE
- Close link with all stakeholders



Needs

The needs mentioned by lecturers are:

- Skills that relate to the **Subject** the lecturer is teaching:
 - Updates on recent developments and specialising in their field
 - NCV, especially the fundamentals
- **Pedagogical skills:**
 - Teaching qualifications
 - Facilitation skills
 - ICT in education
 - Moderator and assessor courses
 - VEOP
- **Industry experience** for lecturers who teach vocational subjects

College systems for professional development

The diagram illustrates the components of college systems for professional development. It features several interlocking puzzle pieces in various colors (red, pink, orange, green, blue). Three pieces are specifically labeled: 'academic' (red), 'HR' (red), and 'WSP' (red). A bracket on the right side of the puzzle pieces is labeled 'FET College', indicating that these elements collectively form the college's professional development system.

The ultimate goal

➔ **To improve the quality of teaching and learning**

- But are the CPD (Continuing Professional Development) initiatives leading to this?

The bigger picture

- Does the college have answers on the questions below?

A large, light-colored arrow points from left to right across the slide. Inside the arrow, there are four dark-colored boxes, each containing a question: 'Where do we want to go?', 'Where are we now?', 'How will we get there?', and 'How do we know we make progress?'. This visual metaphor suggests a strategic process of planning, assessment, and progress tracking.

What is CPD?

What is **Continuing Professional Development**?

“ any professional development activities engaged in by teachers which enhance their knowledge, skills, and enable them to consider their attitudes and approaches to the education of students, with a view to improve the quality of the teaching and learning process”

Bolam, 1993

- Professional training, e.g. short courses as VEOP, Assessor, ICDL, ...
- Professional education, e.g. PGCE, DVE, ...
- Professional support, e.g. mentor, industry exposure, collaborative lesson preparation, subject association, ...

What is CPD?

CPD=

- Creating opportunities for adult learning (Education, training, learning and support activities)
- Taking place in external or work-based settings
- Engaged in by qualified, educational professionals
- Professional knowledge, skills and values
- To enhance the quality of teaching and learning in the classroom
- Achieving individual, school and national needs
- Professional training, education, support

What is CPD?

- Leading and managing people development (make CPD work), means:
 - Having a clear focus and vision for the future
 - Providing structures and procedures to coordinate development opportunities
 - Help staff develop and improve their workplace performance

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Time to reflect

Effective CPD: general

Demonstrable change:

- What has changed?
- How can we tell?

→ Monitoring and evaluation

Desirable change:

By whom: lecturers, management, DHET, SETAs,...

→ Planning: needs analysis

Sustained change:

Integrated and anchored in college culture and organisation

→ Supportive environment

Effective CPD: a variety of strategies

Differentiated learning opportunities

- formal/informal, on-site/off-site or individual/collaborative
- participating and contributing to workshops/seminars/conferences (in-house/outdoors), short courses and award-bearing programmes (distance, online, face-to-face), study tours, specialist expertise or consultancies, partnerships, networks, professional development meetings and professional development items in meetings, (informal) discussions with colleagues or students to reflect on practices, action research, action learning, case discussion, study groups, lesson study, reflective diaries, keeping professional portfolio's, (research) projects, coaching, mentoring, critical friendships, team teaching, job shadowing, peer observation, developing and adapting new instructional/learning materials, rotating roles/jobs, structured feedback from students, sabbaticals, self study (Internet, books, journals, magazines, CD-ROMs, video's, DVDs), appraisal and staff exchange.

Effective CPD: supportive environment

Supportive environment

Many organisational factors can enhance or limit the effectiveness of CPD:

- leadership,
- organisational culture
- communication
- resources
- reward system policies



Reality at college: CPD needs for CPD leaders

- Research skills
- Monitoring and evaluating CPD
- Strategic planning
- How to deal with resistance and motivating skills
- Managing change

Recommendations

- Alignment with college vision, strategic plan.
- Leadership is crucial to create a changed attitude.
- Effective staff development is joint effort for college and its supporters.
- Communication about and integration of programmes is crucial.
- Focus: quality Teaching & Learning
- Use a variety of CPD strategies
- Plan implementation of lessons learned in advance, build it in into any CPD
- Measure impact; aim for change of practice.
- Reflect critically about own practices.