

## **YOUR PROFESSIONAL DEVELOPMENT**

**JULIA LAWRENCE AND SUSAN CAPEL**

### **INTRODUCTION**

Although you may be close to qualifying as a teacher, you continue to develop professionally throughout your teaching career. Continuing Professional Development (CPD) provides you with opportunities to enhance your teaching and opens up new opportunities. Your CPD can be divided into key periods; initial teacher education (ITE), induction into your first teaching post, early professional development (EPD), and your long term career development. This chapter is designed to provide guidance about CPD into your first post and induction year.

By the end of the chapter you should be able to:

- complete your Career Entry and Development Profile (CEDP);
- make a good application for jobs;
- feel confident about attending an interview;
- know how to continue to develop professionally.

You may wish to refer to Taylor et al (2005), Lawrence et al (2005) and Katene (2004) to supplement the information in this chapter.

### **CAREER ENTRY AND DEVELOPMENT PROFILE (CEDP) AND YOUR PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP)**

Your CEDP records your accomplishments prior to starting your first post and areas for development during your first year of teaching and into your EPD. In order to be able to provide evidence of when and how you achieved the Standards to be awarded qualified teacher status, to provide information to enable you to complete your CEDP and to inform applications for posts, it is important that you maintain your PDP throughout your ITE. The Teacher Training Agency (TTA, 2003) identified examples of items you may wish to include in your PDP.

Now complete **Activity 1**.

As you progress through your teaching career, opportunities arise which require you to provide evidence of your abilities. We advise that you should continue to update your PDP on a regular basis, so that relevant information is available when needed.

### **Curriculum Vitae (CV)**

Within your PDP you should include a CV, as this forms the basis for application for posts. Your CV should be a working document which is regularly updated to reflect changes in your qualifications and experiences. Updating your CV regularly will also help you avoid a rush to find information and complete your CV when jobs appear. An example of a CV is shown in Taylor, et. al. (2005).

Now complete **Activity 2**.

## **APPLYING FOR TEACHING POSTS**

### *Where and in what type of school do you want to teach?*

Towards the end of your ITE you look for a job. As part of this process you need to ask yourself a number of questions. It is important that you go through this process so that you are clear about the type of job you want so that you are not disappointed later.

Now complete **Activity 3**.

### *Applying for posts*

Your application letter/form is the main way that a school finds out about you. You therefore need to spend time preparing this. What is most important is that you match as closely as possible your skills to those required by the school. When you send for details of a job you will usually be sent a pack with a job description and possibly a school prospectus.

Furthermore, most schools have a web site which will outline the school aims or will have a mission statement. You should try to get a 'feel' for the type of job on offer and the aims and values of the school. If you like what you see, then you need to the outline your philosophy of teaching in your letter of application and match it as closely as possible to that of the school.

Now complete **Activity 4**.

Use this information to prepare a draft application letter/form, which you can use as an example when you see a specific job advertised for which you might want to apply.

### ***The Interview***

If you are asked to attend an interview it is likely that you have the skills necessary to fulfil the requirements of the post advertised. The interview is the time during which the school assesses whether you would be able to work in the school and when you must 'sell' yourself in order to convince the school that you are the best person for the job. It is also the time that you decide whether or not you want to work at this school.

Preparation for an interview is very important. Although there are other aspects of preparation, e.g. visiting the school, making sure that you have the information to plan and teach a lesson at the interview, **Activity 5** is designed to help you think about answers to possible questions you might be asked at interview.

### **CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

When you complete your CEPD at the end of your ITE course you identify your strengths and areas for further development in your induction period, EPD and then CPD. In the early stages of your teaching career, it is important that you are developing the knowledge you need as an inexperienced teacher. Chapter 3 examines the knowledge you need and we suggest that you work through that chapter now.

As a teacher it is your responsibility to continue with your professional development. There is a wide range of associations/organisations/programmes/individuals that support your CPD and thereby enhance your pupils' learning.

Now complete **Activity 6**.

## **SUMMARY**

In this chapter we have identified information and material you need to have available and questions you need to address in the early stage of your teaching career. We have also asked you to think about the relevance and importance of the information/questions to you.

Working through the chapter should help you in applying for your first teaching post.

However, CPD is a continual process. It is therefore important that you maintain good records and keep information/material up-to-date; continuing to keep a PDP and keeping your CV up-to-date will help with this. While this might appear an onerous task, as you progress through your career (e.g. change school, seek promotion) it will be necessary to provide evidence of your progress and development.

### ACTIVITY 1: DEVELOPING AND MAINTAINING IN YOUR PDP

We suggest that you start your PDP at the beginning of your ITE programme and develop and maintain it throughout your course. Column 1 lists examples of items you may wish to include (TTA, 2003). Add any other items you think are important. In column 2 record specific examples of the items you have included. Use column 3 to record the important points you want to draw out of the examples.

Note: with all this material you need to take account of the confidentiality of information.

<b>Items suggested by TTA to include in your PDP</b>	<b>Specific examples included</b>	<b>The important points you want to draw out of the examples provided</b>
Your medium-term (units of work) and short-term (lessons) curriculum planning	Unit of work for year 8 OAA	Provides examples towards standards (then list)
Targets you have set for your pupils and their progress towards meeting them		
Pupils' work you have assessed		
Individual Education Plans you have helped prepare and review		
Reports to parents/guardians/carers		
Feedback from parents/guardians/carers		
Records of observations of your teaching		
Reflections on lessons you have observed		
Reflections on the range of professional development opportunities you have accessed		
Evaluations of your professional development, including its impact on pupils' learning		
Learning logs you have maintained		
Reflections on the ways in which you have promoted creativity		



**ACTIVITY 2: INFORMATION TO INCLUDE IN YOUR CV**

<b>Categories of information to include</b>	<b>Specific information</b>	<b>What you have learned from the experience. Its relevance and importance to applications for teaching posts, and their relative relevance and importance</b>
Previous relevant experience of working with children, e.g. school experience, coaching, play leader, camp America, any other		
Interests and activities you have participated in that are relevant to teaching, e.g., Clubs or Societies to which you belong, any offices you have held, personal achievements in, e.g. sport, music, hobbies		
Skills and qualifications (other than academic) that are relevant to teaching, e.g. additional languages, music grades, coaching or first aid awards, specific ICT skills		
Anything else you consider important for teaching		
Aspects of your teacher training course, e.g. particular modules, special exercise title, range of schools you have been into		

Add information to this sheet (or your CV) whenever you have something to add.

### ACTIVITY 3: PREPARING TO MAKE JOB APPLICATIONS

Complete this activity before you apply for a job. Record your answer in column 2 to the questions in column 1, then identify the reasons why in column 3.

Question	Answer	Why?
What geographic location do you want to teach in? Are you flexible about where you want to teach?		
How far, or for what length of time, are you prepared to travel to school? What does this mean in relation to the geographic location?		
What age range of pupils do you want to teach?		
What type of school do you want to teach in – Foundation or Community, Independent, Special? Or do you not mind what type of school you teach in?		
Are there any priorities you want in relation to the school, e.g. Specialist Sports College Status?		
What professional development opportunities do you wish to be available, e.g. those that enable you to become a school sport co-ordinator?		
Are there any particular roles you want to undertake?		

#### ACTIVITY 4: APPLYING FOR POSTS

In order to complete this activity, you need to obtain details of a post to which you are thinking of applying or of a post which might be of interest to you. You can start by searching <http://www.tesjobs.co.uk/> for current advertisements for posts (there is a section specifically advertising NQT jobs). This website provides links to information about the area and to the school itself, including the latest OfSTED report.

Using this post as an example, complete the questions below.

What is it about this post that makes it attractive to you?	
What is it that attracts you about the area?	
What does the OfSTED report tell you about the school?	
What is the school's position in various league tables? What does this tell you?	
What other information do you want to know about the school? Access it – what are the important points and what does it tell you?	
What information about the school is important to you and why?	
Why are you applying for this post?	
What specific qualifications and experience do you have for the post, e.g. what coaching qualifications?	
What personal qualities do you have that make you a good candidate for the post?	
What examples can you use to make your point?	
Why should the school employ you and not another candidate?	

You should work through a sheet such as this for each post to which you apply.

### ACTIVITY 5: EXAMPLES OF QUESTIONS YOU MIGHT BE ASKED AT INTERVIEW

To practice responses to interview questions, answer each of these questions.

What are the most important aims of physical education for you (you may want to refer to chapters 1 and 2 here)?	
Why are these aims the most important?	
What content would you teach and what teaching approaches would you adopt to enable you to achieve specific learning outcomes related to this/these aim(s) in your lessons?	
How would you plan units of work and lessons around the four strands in the NCPE?	
Do you think it is important to integrate knowledge and understanding of fitness and health into your teaching, or do you think it is important to cover this separately? Why? How would you integrate it?	
How would you incorporate the broader curriculum into your teaching (including social, moral, spiritual and cultural development, citizenship, Personal, Social and Health Education, key skills and thinking skills)?	
What ICT would you incorporate into your physical education lessons and how do you use it so that it does not take time away from pupils participating in physical activity?	
How would you ensure that children with special educational needs, including children with English as an Additional Language, have equal opportunity for learning in your lessons?	
What aspects of your planning are particularly relevant to providing an effective learning environment in your lessons?	
How do you balance assessment for learning and assessment of learning in physical education?	
What does inclusive physical education mean to you?	
What do you need to do to adopt a behaviour for learning approach in your lessons?	

You might wish to prepare answers for other questions, examples of which are given in Taylor et al (2005).

## ACTIVITY 6: ASSOCIATIONS/ORGANISATIONS/PROGRAMMES/INDIVIDUALS AND THEIR RELEVANCE TO YOU AS A TEACHER

Find out what each of the associations/organisations/programmes/individuals listed in column 1 does, how it can support your work as a teacher and how you would access/use this support.

Add to this list when you identify additional associations/organisations/programmes or individuals that are relevant to you as a physical education teacher.

Association/organisation/ programme/individual	What the association/organisation/ programme/individual does and how they can support your CPD	How you would access/use this support
Professional/subject association		
General Teaching Council		
Sports College		
School Sport Partnership Programme		
Sports Development Officers		
Local Education Authority Advisors		
Local Sports Clubs		
Others		

**REFERENCES**

- Katene, W. (2004) Continuing professional development in PE, in S. Capel (ed) *Learning to Teach Physical Education in the Secondary School: A Companion to School Experience*, London: RoutledgeFalmer, pp. 301-16.
- Lawrence, J., Taylor, A. and Capel, S. (2005) Developing further as a teacher, in S. Capel, M. Leask and T. Turner (eds) *Learning to Teach in the Secondary School: A Companion to School Experience*, 4<sup>th</sup> edn, London: RoutledgeFalmer, pp. 412-22.
- Taylor, A., Lawrence, J. and Capel, S. (2005) Getting your first post, in S. Capel, M. Leask and T. Turner (eds) *Learning to Teach in the Secondary School: A Companion to School Experience*, 4<sup>th</sup> edn, London: RoutledgeFalmer, pp. 396-411.
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