

POLICY

CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK

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CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK

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1. INTRODUCTION

Recognised hallmarks of a profession are the distinctive body of professional knowledge and skills shared by its members along with their acknowledgement of the importance of engagement in professional renewal and ongoing development across their career.

The *Report of the Review of the Powers and Functions of the Board of Teacher Registration*, discussed and drew attention to the inadequacy of the then 'registration for life' concept. Further, that report argued that *maintaining a vital and effective profession is dependent on the continual transformation of teachers' knowledge and skills* (McMeniman, 2004) and recommended that renewal of registration processes incorporate recognition of recency of practice and requirements for continuing professional development.

The knowledge base on which a teaching career is based has deepened and calls for teachers to engage with it on an ongoing basis as lifelong learners' (Coolahan, 2002, p.13).

In recent consultations with the education community in Queensland, teachers and stakeholders have strongly supported these notions, now enshrined in legislation.

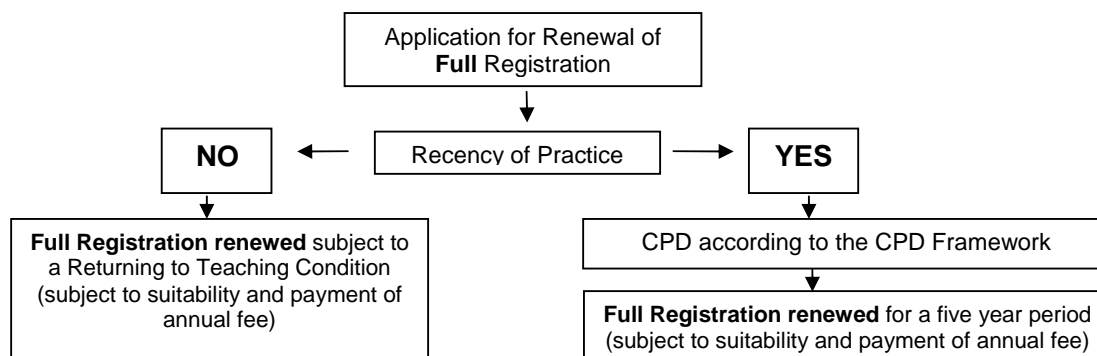
2. BACKGROUND: RENEWAL OF REGISTRATION

The *Education (Queensland College of Teachers) Act 2005* came into effect on 1 January 2006 and introduced new requirements for teachers in Queensland to meet in order to renew their teacher registration at the end of each five year period of teacher registration. It is the individual teacher who is responsible for maintaining registration and meeting requirements for renewal of registration.

Fully registered teachers who meet *recency of practice* must also meet the *continuing professional development (CPD) required under the Continuing Professional Development Framework (CPD Framework)* of the QCT in order to renew their registration.

Fully registered teachers who do not meet *recency of practice* are not required to meet the requirements of the *CPD Framework* and will have their full registration renewed subject to a *Returning to Teaching in Schools condition*.

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



Recency of practice is defined as having taught for one year (200 days) within the five year period of registration.

Teacher is defined in legislation as a person who undertakes the following duties in a school or in another setting for an educational program prescribed under a regulation (*Education (Queensland College of Teachers) Act 2005*):

- delivering an educational program,
- assessing student participation in an educational program; or
- otherwise administering or providing consistent and substantial educational leadership to the program.

This means that educational advisers who regularly work in schools and Principals, for example, who do not engage in classroom teaching, are included in the definition of 'teacher'. It also includes teachers in early education centres delivering an educational program based on the QSA Kindergarten Guideline.

Returning to Teaching condition - teachers whose registration is renewed with this condition will need to complete a *Returning to Teaching* professional development program when or if they return to teaching in a school.

* under the *Education (Queensland College of Teachers) Amended Regulation* a prescribed educational program is one based on a syllabus or a kindergarten guideline approved or accredited by the Queensland Studies Authority.

3. THE CPD FRAMEWORK CONCEPT — A STANDARDS AND DEVELOPMENT FOCUS

Under the legislation, the CPD Framework must have regard to the *Professional Standards for Queensland Teachers* (QCT, 2006).

The CPD Framework embeds the following principles:

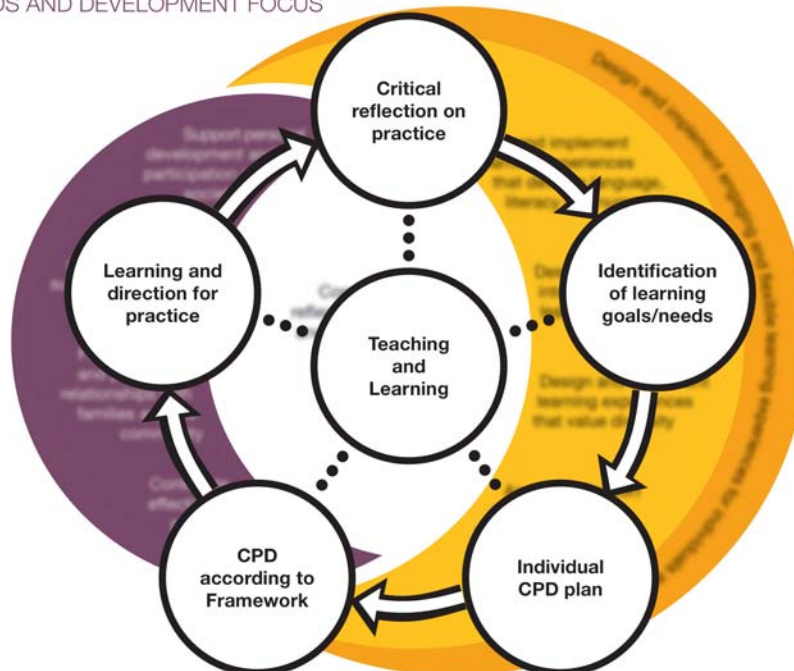
- CPD involves critical reflection, development and strengthening of practice
- CPD is flexible, relevant and integral to an individual teacher's professional practice.
- CPD acknowledges the importance of teacher scholarship and professionalism.

The CPD Framework concept reflects Standard 10 (*Commitment to reflective practice and ongoing professional renewal*). The concept and principles underpin the process through which teachers 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 to develop/update an annual individual CPD plan (consistent with their employer's processes where applicable).
- Teachers undertake a flexible, relevant, balanced combination of CPD across the period of registration focused on strengthening of professional practice and achievement of development goals and keep records of this in a way that focuses on the application for practice.
- Teachers engage in ongoing critical reflection and enhancement and monitoring of their development.
- The focus is on performance development or strengthening teachers' practice.

THE CONTINUING PROFESSIONAL DEVELOPMENT CONCEPT

A STANDARDS AND DEVELOPMENT FOCUS



4. CONTINUING PROFESSIONAL DEVELOPMENT REQUIRED

The CPD required means that teachers will undertake CPD that demonstrates:

- a balance across the following identified areas
 - employer directed and supported CPD
 - school*¹ supported CPD
 - individually identified CPD;
- a range of types of CPD activities; and
- completion of at least the minimum amount required.

The CPD will be of at least 30 hours per year for full-time teachers, with reduced requirements for teachers not working full time (see Table 2 for pro-rata amounts).

The CPD completed will have regard to the *Professional Standards for Queensland Teachers*.

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 will be spread across the three identified areas of (*employer directed and supported, school supported and individually 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 teachers a greater emphasis on individually identified CPD may be appropriate.

Range of activities

To address the identified areas, a range of different CPD activities will need to be undertaken (see table 1).

In meeting the requirements of the Framework, 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 and a focus on achievement of their identified development goals through a range of activities across the identified areas.

¹ 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) Amended Regulation

Table 1. CPD Activities

To meet the required type and minimum amount of CPD, teachers will plan and undertake CPD that leads to professional growth and achievement of learning goals. A range of activities must be undertaken, relevant to a teacher's individual professional development plan, aligned to the standards and the three identified areas (employer directed and supported, school supported, and individually identified CPD)

The following is an indicative not exhaustive list.

- Active contribution to education system initiatives, pilots, trials and projects
- Courses, workshops (including school-based), conferences, vacation schools or online courses relevant to teaching context
 - Syllabus, curriculum and assessment professional development conducted by QSA or employer
 - Training for and development from participation in national and state test marking, QSA and school-based teacher consistency of judgement procedures
 - 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.

Amount of CPD

The CPD undertaken by full-time teachers will be **at least 30 hours per year**. There are adjusted requirements for teachers who are employed less than full-time (see table 2).

In the case of the category of 'individually identified CPD', a teacher may choose to aggregate/carry over the hours undertaken within the five year period of registration.

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

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 recognises teachers' individual circumstances and will provide advice on an individual basis for teachers taking long-term leave. For example, for teachers who have recency of practice and who are able to provide evidence that they took leave for a year (and did no teaching in that year), or engaged in alternative employment for the whole year, the CPD requirement is nil for that year.

Table 2. CPD Amount: requirements for teachers employed full-time and less than full-time

Days/ hours of teaching employment per year		CPD requirements per year
Teaching full time		At least 30 hours
200 days and above	[1000 hours and above]	At least 30 hours
160 - 199 days	[800 – 999 hours]	At least 25 hours
120 – 159 days	[600 – 799 hours]	At least 20 hours
80 - 119 days	[400 – 599 hours]	At least 15 hours
40 – 79 days	[200 – 399 hours]	At least 10 hours

5. RECORDING AND REPORTING CPD

The CPD Framework recognises that most teachers are employees and that many employers already have in place effective practices in supporting teachers to identify and undertake professional development. The advantages for teachers and school in aligning processes to enable teachers to meet two outcomes through an integrated process were confirmed through the consultation process. This will enable teachers who are permanently employed or employed on a defined contract basis to meet CPD requirements through an approved employer arrangement (pathway one in the diagram below). Teachers employed on a temporary basis or employed in sites that are not part of an approved employer arrangement will meet CPD requirements and report to QCT on an individual basis (pathway two in the diagram below).

TABLE 3

- In accordance with the CPD Framework concept, teachers reflect on their practice and work role against the professional standards, develop an individual CPD plan, and undertake CPD to meet the requirements of the CPD Framework.
- 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 will 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 will provide optional 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.



(1) Teachers permanently employed or employed on a defined contract basis will be able to meet CPD requirements through an employer process where an approved employer² is in place:

Teachers will be supported in meeting the requirements of the QCT CPD Framework through an approved employer process.

The employer confirms that the teacher has met the requirements of the QCT CPD Framework through aligned process and sighting of evidence provided by the teacher.

The teacher completes an individual declaration as to the number of days of teaching completed and that the required amount and balance of CPD has been undertaken during the period of registration. The declaration will be based on possession of evidence of hours of teaching and required CPD.

The teacher submits the declaration to the QCT at the time of renewal of registration.

It is the responsibility of each teacher to retain their CPD records and evidence for one year after the date of their renewal of registration.

Employer records of the CPD process are retained for six years and made available as required for QCT audit at the school level.

(2) Teachers employed on a temporary basis or employed in sites that are not part of an approved employer arrangement as outlined in (1) will meet CPD requirements and report to QCT on an individual basis:

The teacher completes an individual declaration as to the number of days of teaching completed and that the required amount and balance of CPD has been undertaken during the period of registration. The declaration will be based on possession of evidence of hours of teaching and required CPD.

The teacher submits the declaration to the QCT at the time of renewal of registration.

It is the responsibility of each teacher to retain their CPD records and evidence for one year after the date of their renewal of registration

AUDITING BY QCT

QCT will conduct random audits of individual teachers' CPD and employer processes during the 12 months following renewal of registration.

² The QCT will approve the employer process on the basis of a submission that demonstrates the process meets QCT criteria.