Teacher Professional Development in Competency-Based Education

Support

Promote

By ACA Team
Presented by Maurice Nkusi
Objectives of Webinar 2

At the end of the webinar 2 on Teacher Continuous Professional Development for CBE, participants will be able to

1. Comprehend the rational of designing Teacher Continuous Professional programmes at School and national level

2. Establish linkages between TCPD and Competency-Based Curriculum Implementation
Think Ahead Process

- Look at this illustration. What do you see that is relevant and useful for today theme?
- What is missing in this illustration that is relevant and useful to today theme?
Teacher Professional Development in Competency-Based Education

Teacher Professional Development Model
Precursors to Change

1. A sense of necessity
2. A willingness or readiness to experience anxiety or difficulty:
3. Awareness

Looking directly at the problem

4. Effort towards change
5. Hope for change
6. Social support for change

Jackie Gerstein – User Generated Education
The Rational of the TCPD

- Addressing the issue of **Novice Teachers**
- Addressing the issue of unqualified teachers
- Enhance teachers’ practice

What additional justification(s) of the TCPD may you share with us?
The Role of TCPD for Effective Curriculum Implementation

- Supporting school reform and staff development
- Supporting teachers learning and refining the pedagogies required in the Competency Based Curriculum implementation

What other roles CPD may play to enhance competency-based curriculum implementation?
Potentials of TCPD Framework to Support CBC Implementation

• To ensure teachers’ capabilities keeping pace with the current and new development in competency based education.

• To ensure that teachers maintain and enhance the knowledge and skills they need to facilitate a competency-based curriculum.

• To help teachers to continue making meaningful contributions to their teams and schools by becoming more effective in the teaching environment.

What other potentials of the TCPD framework supporting CBC may you share with us?
Some TCPD Case Studies

School and trust approaches to professional development and collaboration

By Optimum Education

Case study A: TCPD for Personal Development Plan

- Ungraded lesson observations. Only 2 formal lesson observations a year; a third is an ‘unseen’ observation where staff are trusted to report back themselves on how it went.

- No whole-school Inset days: they find these are insufficiently personalised to individual needs. Instead they employ 2 part-time members of staff with no teaching timetable, whose only focus is coaching and staff development.

- Individual development plans for every member of staff: short documents asking prompt questions with teachers supplying their responses. Normally the teacher will then pick one area to focus on, which will be the subject of any further research and the focus of any observation.
Case study B: Whole-School TCPD Interventions

- Very little compulsory CPD, but all staff choose from a menu of optional CPD offerings, mostly led by senior and middle leaders. Suggested participants are outlined for each session, but attendance is not mandatory.

- Advanced practitioners with a strong record of classroom teaching always have their lessons open for anyone who wishes to observe them.

- More tailored and closely monitored training programmes are in place for new teachers (this is the case of Novice Teacher Induction Programme), or those who are felt to need more time on development. Led exclusively by Senior Leader in Teaching (SLT) or master teacher.

- Use online training to supplement in-school work, particularly for safeguarding.
Some TCPD Case Studies   Cont.

Case study C: Departmental-Led TCPD

- CPD is done on a departmental basis.

- CPD follows a year-round cycle, beginning with analysing pupils’ progress against targets, and identifying areas for development in individual teachers’ practice. These are then

- the focus of departmental observations, led predominantly by senior and middle leaders, but with some class teachers acting as observers.

- Post-observation coaching conversation to discuss the lesson, agree targets and the nature of follow-up.

- Lessons from this process are shared across the department after six months, and the insight from this feeds into whole-school work.
Case study D: School Evidence-Based TCPD

- Designated CPD leader working at deputy head level provides each member of staff with copies of the teachers’ standards, along with a matrix to keep evidence of achievement in each area.
- Performance management documents are extended to include CPD needs and three or five year aims of staff.
- Training needs are passed to CPD leader, who organises whole-school Inset on this basis, sets up lesson observations/coaching and identifies training needs.
- Regular small-group twilight sessions are the main source of regular CPD.

Case Study E – National /Regional Cascade TCPD

- Training of trainers (ToT) approach where teachers are trained at National Level with the aim to use them as trainers at District or Regional level
- Training of trainers (ToT) approach to train teachers at District or Regional with the aim to use them as trainers at school level
Competency-Based Curriculum Implementation

Component 1: Constructive Alignment between Different Type of Curricula - Dimensions

- Intended Curriculum
  - Competences, Learning (Objectives) outcomes, Content and assessment modalities

- Three Dimensions of Curriculum Development and Implementation
  - Assessment outcomes (results) by the learners & generated data

- Implemented Curriculum
  - Teaching strategies, learning activities & A variety of assessments, including formative and summative
## Component 2: Constructive Alignment at Course Level

### Competency-Based Curriculum Implementation  Cont.

<table>
<thead>
<tr>
<th>Competencies/Outcomes</th>
<th>Concepts &amp; Skills</th>
<th>Teaching Strategies &amp; Formative Assessment</th>
<th>Assessment (Summative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence 1 Outcome 1: What do learners need to be able to do as a result of the learning experiences in this subject?</td>
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<tr>
<td>Concepts: What should learners understand? What do students need to analyze, evaluate, or create?</td>
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<tr>
<td>How can these concepts and skills be taught to promote deeper more significant learning?</td>
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<tr>
<td>What learning activities learners should be given to master the content at hand?</td>
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<tr>
<td>What evidence can learners provide to demonstrate their ability to meet the intended outcome?</td>
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<tr>
<td>Skills: What do learners need to be able to do?</td>
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</tbody>
</table>

### Competency Group - Cognition

<table>
<thead>
<tr>
<th>Competency Title</th>
<th>Description</th>
<th>Performance statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis/Reasoning</td>
<td>Examines data to grasp issues, draw conclusions, and solve problems.</td>
<td>See below</td>
</tr>
</tbody>
</table>

**THE PROJECT APPROACH:**
The student develops, employs and evaluates a unit of curriculum using the project approach. The assignment is done in three phases, each with its own grading criteria and due date to ensure learner success.

1. Gather information (library or the web)
2. Investigating
3. Sharing (reporting)
Teacher Professional Development in Competency-Based Education

On the other hand, mastery learning is illustrated by the following scenario:

Mastery Learning Concept

Algebra Mathematics – ALM003
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- Change Management policy
- ICT Policy
- eLearning policy
- Professional development
- e/Textbook policy
- Curriculum policy

Harmonising technical, social, economic, environmental and political dimensions

Key Components of CBC Design
- Identification of General & specific competencies
- Establish criteria for performance
- Creating learning experiences
- Assessing competency
- Evaluating effectiveness

Backward Design Methodology
- Establishing assessment modalities
- CBC design
- Mastery Learning in CBC
- CBA indicators & CBL

Theories underpinning CBC
- Learning theories
- Understanding by design
- Jean Piaget’s Cognitive Development Theory
- Vygotsky’s Social Cultural Theory
- Multiple Intelligence Theory - Howard Gardner
- Instructional design theory

CBC Learning Methodologies
- Inquiry-based
- Problem-based
- Project-based
- Interdisciplinary
- System thinking
- Acting on learning

Webinar 1 – Plan, Design, develop CBC

CBC Planning Process

- Identify Issue/Problem/Need
- Establish a Curriculum Development Team
- Identify national/global priorities
- Conduct Needs Assessment and Analysis

Why CBC right now? What is the problem

Integrating National priorities & Global Agenda

CBC Designing Process

- Establishing assessment modalities
- CBC design
- Mastery Learning in CBC
- CBA indicators & CBL

CBC Development Process

- Constructive Alignment between competency-concept-TSFA-SA
- Current trends in CBC
- CBC vis-à-vis Inclusiveness

Constructive Alignment Framework

Linkage of the competency statement & course objectives/outcomes

Competency Structure

Policies to smooth curriculum change
Introduction

Read through the guiding questions below to give your experience on competency-based planning, designing and development.

Please, share your views under the section named "Comments" found below this page. To add your contributions, indicate the question you are addressing and your response below it.
Breakaway Sessions Proceedings

• Create four groups
• Once in the group, participants select a team leader and the rapporteur

The above tasks should take maximum 2 minutes

• The team leader to remind the participants the questions to consider while discussing in their groups
• The team leader in collaboration with ACA representatives to monitor time very closely; they should use a timer to ensure time is well managed
• 5 minutes before the end of the allocated time, wrap-up
Guiding Questions

Question 1
How are Teacher Continuous Professional Development programmes organised in your countries?

a) Are TCPD programmes organised by schools at their own convenience or are they following a certain calendar from the Ministry of Education or other educational structures with the country? How does it work?

b) From the five TPD case studies shared earlier, which one is suitable in the context of your country and why?

Question 2
In your own views, believe and understanding, what are some criteria that shall influence the successful implementation of Competency-Based Curriculum in your country and what shall be the role of TCPD?
END