

**Transitions Toward Transformation:
Exploring Continuing Professional Development
for Teachers in Ireland (2 Vols.)**

Volume 2

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(Áine Lawlor)

A thesis submitted in fulfilment of the requirements for

the degree of Doctor of Philosophy (Ph.D.)

to

Maynooth University, Education Department

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Appendix 1: Support Services

(1a) Previous Stand-alone Support Services now part of the PDST

Primary Professional Development Service (PPDS),

Second-Level Support Service (SLSS),

Leadership Development Service (LDS),

Junior Cycle Physical Education, (JCPE),

Leaving Certificate Applied (LCA),

Transition Year (TY),

School Development Planning (SDP),

Junior Certificate Schools Programme (JCSP),

Reading Recovery and Maths Recovery.

National Centre for Technology in Education (NCTE)

An tSeirbhís Tacaíochta Dara Leibhéal don Ghaeilge (STDG Gaeilge)

Social Personal and Health Education (SPHE) PP support service

(1b) Current Stand-alone Support Services

Project Maths

Special Education Support Service (SESS)

NBSS(National Behaviour Support Service)

Appendix 2: Research Questionnaire

Survey of Teachers

on

Continuing Professional Development

conducted by

Áine Lawlor

PhD Student

under the supervision of

Dr. Pádraig Hogan

Education Department

National University of Ireland Maynooth

Ireland

October 2009

I would welcome receiving the completed questionnaire as an email attachment to

aine.lawlor@teachingcouncil.ie

at your earliest convenience, please

Please be assured of complete confidentiality in relation to your responses

Section A. Personal and Professional Details

1. Gender Please put X in relevant box

1.1	Male		Female	
------------	-------------	--	---------------	--

2. Age Please put X in one box

2.1	20 – 30 years	
2.2	31 – 40 years	
2.3	41 – 50 years	
2.4	51 – 60 years	
2.5	61 – 65 years	

3. Number of years teaching experience Please put X in one box

3.1	0 - 5 years	
3.2	6 – 10 years	
3.3	11 – 20 years	
3.4	21 – 30 years	
3.5	31 – 40 years	
3.6	41 + years	

4. Education Sector(s) in which you are a qualified teacher

Please put X in relevant box(es)

4.1	Primary (1st level)	
4.2	Post-Primary (2nd Level)	

5. Current Role(s)

Please put X in relevant box(es)

5.1	Head Teacher / Principal	
5.2	Deputy Head / Deputy Principal	
5.3	Vice-Principal	
5.4	Post Holder	
5.5	Subject / Class Teacher	
5.6	Other (please specify)	

Section B.**Qualifications and Teaching Experience****6. Teaching Qualification(s)**

Year(s) of Study (e.g. 2001- 2005)	Title of Award (B.Ed. / PGDE, etc)	Awarding Body (College / University)	Main Subjects / Area(s) of Study

7. Other (non-teaching) Third Level Qualification(s)

Year(s) of Study (e.g. 2001- 2005))	Title of Award (M.Ed. / M.A. etc)	Awarding Body (College / University)	Main Subjects / Area(s) of Study

8. Teaching Experience

Schools Identify by no., e.g., School 1 School 2, etc.	Years (e.g. 2001- 2005)	School Sector Primary (P) or Post-Primary (PP)	Role in School Head Teacher / Class Teacher etc	Teaching Duties (P) Class/Year taught or (PP) Subject(s) taught

Section C

Becoming a Teacher

9. On reflection, what motivated you to be a teacher? Please rank the importance of each of the following in motivating you, by putting an X in the relevant column, the column values being as follows:

1 = very important 2 = quite important 3 = important 4 = unimportant

		1	2	3	4
9.1	to make a difference				
9.2	to work with children/young people				
9.3	to impart knowledge				
9.4	to be a member of a high status profession				
9.5	to enjoy professional freedom				
9.6	to relive/perpetuate love of own schooling				
9.7	to work with favourite subject(s)				
9.8	to continue family teaching tradition				
9.9	to have a secure, pensionable job				
9.10	to have a good salary				
9.11	to have short working hours				
9.12	to have long holidays				
9.13	to be your own boss in class				
9.14	to work with like-minded colleagues				
9.15	to have a qualification suited to travelling				
9.16	Comment if wished - new page may be inserted				

10. Who/what influenced your decision to be a teacher?

Please complete both columns

		Please put X in relevant boxes	Rank order, as far as relevant 1 – 5 (1 highest)
10.1	Parent(s)		
10.2	Teacher(s)		
10.3	Career Guidance person		
10.4	Peer(s)		
10.5	Self-motivated		
10.6	Sibling		
10.7	I applied for a place on a teacher education programme, as a career option, and got it		
10.8	Other (please specify		
10.9	Comment if wished – box will extend as you type		

Section D**Your Initial Teacher Education Programme / Course**

- 11. Areas of study** - please indicate areas covered and arrangements for delivery / facilitation, by putting X in the relevant box(es) – column **(a)** for separate/discrete modules, column **(b)** if integrated into other areas of study, columns **(a) & (b)** if both

		(a) Separate Module	(b) Integrated into other areas
11.1	History of education		
11.2	Philosophy of education		
11.3	Sociology of education		
11.4	Educational psychology		
11.5	Special education needs		
11.6	Multiculturalism		
11.7	Background diversity		
11.8	Learning styles		
11.9	Teaching methodologies		
11.10	Types of, and strategies for, assessment		
11.11	Implementing a curriculum/syllabus		
11.12	School and classroom planning		
11.13	Classroom management practices		
11.14	Reflective practice and self evaluation		
11.15	Collaborating with colleagues		
11.16	Evaluation of/by peers		
11.17	Research methodologies		
11.18	Action research on own teaching		
11.19	Parental participation in education		
11.20	The role of school management		

Section E

Teaching as a Profession

12 Based on your personal and professional experience, and on your observation and knowledge of professional practice in teaching, please indicate the extent to which you agree with the following statements by putting an X in the relevant column

		Strongly agree	Agree	Dis-agree	Strongly disagree
12.1	Teaching is a high-status profession				
12.2	Teaching is a vocation				
12.3	The public perception is that anyone can teach				
12.4	A teacher's role is to be of service to others				
12.5	Teachers enjoy a high level of public trust				
12.6	Teachers are under-rewarded by government				
12.7	Teachers are undervalued by society				
12.8	Teachers undervalue themselves as professionals				
12.9	Teachers abide by a professional code of ethics				
12.10	Teachers deal with complex situations				
12.11	Teaching has a distinct body of professional knowledge				
12.12	Teaching is practised in the interest of the public good				
12.13	The professional role of teachers extends beyond the transmission of knowledge				
12.14	Teachers take their professional knowledge for granted				
12.15	Teachers as professionals form opinions, make assessments and arrive at decisions				
12.16	Teachers use professional judgement in the interests of their pupils/students				
12.17	The professional knowledge base in teaching is continually growing and developing				

		Strongly agree	Agree	Dis-agree	Strongly disagree
12.18	Teachers regularly engage in professional development courses/programmes/activities				
12.19	Teachers examine critically the aims and outcomes of their practices				
12.20	Teachers bring professional knowledge, skills and a positive attitude to their work				
12.21	Teachers have knowledge of the education system as a whole and of their part therein				
12.22	Teachers engage in thorough planning and preparation for their teaching				
12.23	Classroom engagement is based on positive teacher-student relationships				
12.24	A teacher's role includes accepting and promoting the values of justice and equality				
12.25	The school culture within which teachers work greatly influences their professionalism				
12.26	Teachers are professionally constrained by prescriptive government/state demands ¹				
12.27	Preparation is based on knowledge of the students, the subject(s) and the appropriate teaching methodologies				
12.28	Teachers create a teaching and learning environment conducive to maximum student participation and fulfilment				
12.29	Teachers reflect with others on their teaching and consequent student learning, thus informing their future work				
12.30	Teachers have limited opportunities to engage in conversations with colleagues and others about the nature of teaching and the complexities therein				
12.31	Comment if wished by inserting an extra page				

¹ Legalisation, Curriculum/Syllabi, School Inspections/Evaluations, State Student Assessments/Examinations

Section F Continuing Professional Development (CPD) Experiences

13. Professional Engagement – please indicate your association with the following by putting an X in the relevant boxes in column (a), and for each X in (a) put a number in the corresponding box in column (b), the values being:

1 = very frequent 2 = frequent 3 = occasional 4 = rare

		(a) Engagement Please put X in relevant boxes	(b) Frequency of Engagement Please put number in relevant boxes
13.1	Member of professional body		
13.2	Member of subject association		
13.3	Member of professional support group		
13.4	Organiser / facilitator of CPD		
13.5	Participant in elective CPD		
13.6	Participant in mandatory CPD		
13.7	Reader of books on teaching/education		
13.8	Reader of professional journals/publications		
13.9	Attendee at professional conferences		
13.10	Writer of professional material		
13.11	Participant in school staff meetings		
13.12	Participant in school department meetings		
13.13	Mentor on NQT Induction Programme		
13.14	Liaison person with college / university		
13.15	Liaison person with Teaching Council, or equivalent		

14. Career-long Participation in CPD Activities - Please indicate the frequency with which you have engaged in the following types of Continuing Professional Development activities (programmes / courses / conferences / lectures) during your career to date, by putting an X in the relevant column, the column values being as follows:

1 = very frequently 2 = frequently 3 = rarely 4 = never

		1	2	3	4
14.1	Mandatory CPD activity organised nationally				
14.2	Optional CPD activity organised regionally/locally				
14.3	School-based CPD activity				
14.4	College/University CPD activity				
14.5	CPD activity organised by a teacher union				
14.6	CPD activity organised by management / governing body				
14.7	CPD activity organised by a subject association				
14.8	CPD activity organised by a private provider				
14.9	Other (please specify)				
14.10	Other (please specify)				
14.11	Comment if wished – box will extend as you type				

15. Recent Participation in CPD Activities - Please put an X in the column beside the Continuing Professional Development (CPD) activities (programmes / courses / conferences / lectures) with which you have engaged during the past 5 years,

		Please put X for activities engaged in during the past 5 years
15.1	Mandatory CPD activity organised nationally/regionally	
15.2	Optional CPD activity organised regionally/locally	
15.3	School-based CPD activity	
15.4	College/University CPD activity	
15.5	CPD activity organised by a teacher union	
15.6	CPD activity organised by management / governing body	
15.7	CPD activity organised by a subject association	
15.8	CPD activity organised by a private provider	
15.9	Other (please specify)	
15.10	Other (please specify)	
15.11	Comment if wished – box will extend as you type	

16. Format of CPD - please indicate the format of CPD activities with which you have engaged by putting an X in the relevant column, the column values being as follows:

1 = very frequent format 2 = frequent 3 = less frequent 4 = never

		1	2	3	4
16.1	Formal Lectures				
16.2	Information delivery sessions				
16.3	Interactive seminars				
16.4	Focus group meetings				
16.5	On-line courses				
16.6	In-class demonstrations / modelling				
16.7	Professional network /support group discussion				
16.8	CPD as a collaborative process with colleagues				
16.9	Other (please specify				
16.10	Comment if wished – box will extend as you type				

- 17. Benefits of various CPD formats** - please indicate the CPD activity format you find most beneficial to you as a teacher by putting an X in the relevant column, the column values being as follows:
1 = highly beneficial 2 = beneficial 3 = less beneficial 4 = not beneficial

		1	2	3	4
17.1	Formal Lectures				
17.2	Information delivery sessions				
17.3	Interactive seminars				
17.4	Focus group meetings				
17.5	On-line courses				
17.6	In-class demonstrations / modelling				
17.7	Professional network /support group discussion				
17.8	CPD as a collaborative process with colleagues				
17.9	Other (please specify				
17.10	Comment if wished – box will extend as you type				

- 18. Methodologies and other relevant aspects of CPD activities** – please indicate how the following suit your learning and how beneficial they are to you as a teacher by putting an X in the relevant column, the column values being as follows:
1 = highly beneficial 2 = beneficial 3 = less beneficial 4 = not beneficial

		1	2	3	4
18.1	Lectures and information inputs				
18.2	Brainstorming				
18.3	Paired activity / discussion				
18.4	Small group activity / discussion				
18.5	Whole group activity / discussion				
18.6	Roleplay / simulations				
18.7	Demonstrations / modelling				
18.8	Writing activities				
18.9	Listening activities				
18.10	“Making and Doing” activities				
18.11	Using audio-visual equipment				
18.12	Research activities				
18.13	On-line activities				
18.14	IT / computer-based activities				
18.15	Other (please specify)				
18.16	Comment if wished – box will extend as you type				

19. Attitudes and values regarding CPD – please indicate your agreement with each of the following statements by putting an X in the relevant column, the column values being as follows:

1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree

		1	2	3	4
19.1	CPD should be linked to teachers' practice				
19.2	Teachers have sole responsibility for their engagement in CPD				
19.3	Teachers' CPD should be supported by school management and the state				
19.4	Schools should have a CPD budget from state funds				
19.5	School staff should decide on their CPD needs				
19.6	School staff should have ownership of the agenda for CPD				
19.7	School staff should make their own CPD arrangements				
19.8	Individual teachers should determine personal CPD needs				
19.9	Personal CPD needs should be supported by the school				
19.10	The state should provide for CPD focussed on the education system's needs				
19.11	Schools should close for CPD during term time				
19.12	CPD should be undertaken during school holidays				
19.13	Teachers should be released for CPD on a rota basis				
19.14	Teachers should have set, annual CPD days				
19.15	CPD should be structured into the school calendar				
19.16	Substitution should be provided for teachers' CPD release				
19.17	CPD should be free of charge to teachers				
19.18	Teachers should pay in full for CPD activities				
19.19	Teachers should contribute to the costs of CPD				
19.20	Teachers should be required to maintain a CPD portfolio				
19.21	Pay increases should be related to CPD				
19.22	Teachers should have to account for CPD to their employer(s)				
19.23	Comment if wished - new page may be inserted				

20. Support for CPD - please indicate the level of support, of any kind, (finance / academic guidance / advice / encouragement / time, etc.) for your CPD that you have received from the following by putting an X in the relevant column, the column values being as follows:

1 = excellent 2 = very good 3 = good 4 = fair 5 = Nil

		1	2	3	4	5
20.1	School management / governors					
20.2	Government / Department of Education					
20.3	Other teachers / colleagues					
20.4	Family member(s)					
20.5	The Head Teacher / Principal					
20.6	Head of Department / middle management					
20.7	Professional body of which you are a member					
20.8	Subject association of which you are a member					
20.9	Professional support group of which you are a member					
20.10	Local Education Centre, or equivalent					
20.11	College/university with which you are associated					
20.12	Visiting school advisors / support persons					
20.13	Other (please specify)					
20.14	Comment if wished – box will extend as you type					

21. Personal experience of the value of CPD - please indicate the impact of CPD on your practice as a teacher by putting an X in the relevant column, the column values being as follows:

1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree

		1	2	3	4
21.1	I am a better teacher as a result of CPD				
21.2	My classroom practice has improved				
21.3	I understand the curriculum / syllabus better				
21.4	I have developed new knowledge				
21.5	I have developed new skills				
21.6	I have extended my teaching methodologies				
21.7	My classroom management has improved				
21.8	I engage more with my colleagues				
21.9	I welcome parental participation				
21.10	I prepare more meaningful lessons				
21.11	Pupils/students benefit more from my teaching				
21.12	I engage in more varied types of assessment				
21.13	I feel rejuvenated in my teaching				
21.14	I am less stressed as a teacher				
21.15	I have developed my ICT skills				
21.16	I have a better understanding of pupils' / students' needs				
19.17	I feel more professional in my teaching role				
21.18	Other (please specify)				
21.19	Comment if wished – new page may be inserted				

F. Future Provision for CPD

- 22.** The Teaching Council in Ireland has responsibility for promoting the professional development of teachers and will be expected to develop a framework (comprehensive system) for Continuing Professional Development for Teachers. Please indicate your agreement with each of the following statements by putting an X in the relevant column, the column values being as follows:
1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree

		1	2	3	4
22.1	There should be a national framework to make provision for teachers' CPD				
22.2	There should be provision for individual teachers' needs in a national framework				
22.3	Individual teachers should have the opportunity to identify their CPD needs and find a response				
22.4	There should be provision for schools' needs in a national framework				
22.5	Schools should have the opportunity to identify the staff's CPD needs and find a response				
22.6	There should be provision for the system's needs in a national framework				
22.7	The inter-relatedness of individual, school and system's needs should be accommodated in a national framework				
22.8	The national education budget should make provision for teachers' CPD at national, regional and local level				
22.9	Teachers should contribute to the funding of their CPD				
22.10	Every teacher should have access to relevant CPD				
22.11	Evidence of engagement with CPD should be a requirement for renewal of registration / licence to teach				
22.12	Teachers as lifelong learners, should be supported in developing a strong culture of engagement in CPD				
22.13	CPD providers should be accredited (licensed) by the professional body for teaching, e.g., Teaching Council				

	Future Provision for CPD continued	1	2	3	4
22.14	Opportunities for professional accreditation for teachers (academic award) should be provided for in a national framework for CPD				
22.15	Opportunities catering for career progression should be incorporated into a framework for CPD, e.g, Chartered Teacher, Programme for Headship				
22.16	A framework for CPD should embrace a multifaceted approach to provision, e.g., on-line, weekend seminars, etc.				
22.17	A framework for CPD should embrace the principles of adult education, addressing the needs of teachers as adult learners, using a multifaceted approach to CPD teaching and learning methodologies				
22.18	A framework for CPD should provide for the development and enhancement of teachers' values, attitudes, knowledge, skills and competences				
22.19	A framework for CPD should be developed in consultation with the partners in education, i.e., the State's (Region's) Department of Education, Teacher Educators, Parents, Teacher Unions, Management (Governance) Bodies, Teachers' Professional Bodies, etc.				
22.20	. A framework for CPD should aim to raise awareness of the necessity to support teachers' CPD,				
22.21	Teachers should have sole authority in the development of a framework for CPD since they are the beneficiaries				
22.22	Teacher Unions should have a strong voice in the development of a framework for CPD				
22.23	To avoid clashes between teaching time and CPD time, scheduled provision for CPD on a continual/recurring basis should be included in any national framework for CPD				
22.24	Comment if wished – new page may be inserted				

Thank you for taking the time to reflect and complete this survey

Please return as an email attachment to

aine.lawlor@teachingcouncil.ie

Appendix 3: Letter to 21 Education Centre Directors re Questionnaire

Dear (Name),

I am hoping you will be able to help me with the following:

I am undertaking a PhD on Continuing Professional Development for Teachers. I am doing this in a personal capacity, outside of my current role. However, I hope that it may be of interest and benefit to the Teaching Council in developing a national framework for CPD for teachers, in consultation with teachers, Education Centre Directors and the partners in education.

As part of my research, I want to issue a questionnaire to teachers from both primary and post-primary levels, male and female, from all parts of the country, at varying stages in their career, with varying degrees of engagement (or none) in CPD activities. The pilot questionnaire took between 30 - 50 minutes to complete, the longer time being taken by those who contributed qualitative as well as quantitative data.

I know that you are very busy and that you probably get many requests for assistance with research but I would be very grateful to you if you could find **six teachers** who would be willing to complete the questionnaire for me. If you can help, I would like to get the teachers' names and email addresses and I will contact them directly.

I look forward to hearing from you.

Kind regards

Áine

Appendix 4: Letter that accompanied Questionnaire

Dear (Name),

Thank you for agreeing to take part in the Survey of Teachers on Continuing Professional Development. Your generosity in giving of your time to reflect and complete it is very much appreciated.

In the pilot survey conducted earlier this month, teachers reported that it took from 30 to 50 minutes to complete. This depended on the extent of the comments which they added. The comments are very valuable in the context of gathering qualitative data.

Please save the questionnaire to your desktop where you can complete and save it before returning it as an attachment. If you find that you cannot complete a question or area, please skip it and continue on. If you require clarification on any area, please feel free to email your query to me.

I would welcome receiving the completed questionnaire as an email attachment to aine.lawlor@teachingcouncil.ie , as soon as it is possible for you to send it. Please be assured of complete confidentiality in relation to your responses

Yours sincerely,



Áine Lawlor

Appendix 5: Stakeholders' Interview Agenda

1. (a) Introduction and appreciation.
(b) Outline of the research and purpose of interview
(c) Confidentiality
2. From your knowledge of the teaching profession, what do you think motivates people to enter the profession, in general?
3. Programmes of initial teacher education are being reconceptualised.
(a) What areas of ITE would you like to see prioritised?
(b) What are the biggest challenges in the reconceptualisation of ITE?
4. What do you think is the public perception of teaching as a profession?
5. As professionals, how do you think teachers view themselves?
6. Do you think that teachers see themselves as life-long learners who need to engage in continuing professional development?
7. Apart from engagement in formal professional development activities, is there evidence that teachers show an interest in professional activities/opportunities?
8. In so far as you are familiar with them, would you comment on the formal professional development activities/opportunities available to teachers in recent years?
9. Is there a culture of collaboration among teachers in Irish schools? How can collaborative processes be nurtured and strengthened?
10. Are the Croke Park hours facilitating collaboration in schools
11. How would you expect the benefits of effective professional development to be manifested in schools / teachers' professional practice?
12. If you were involved in planning for future continuing professional development of teachers what would you suggest with regard to -
 - (a) developing and recognising appropriate CPD opportunities
 - (b) identification of CPD needs
 - (c) setting CPD standards
 - (d) funding for CPD?
 - (e) time for CPD?
 - (f) professional accreditation of CPD
 - (g) CPD as a requirement for renewal of teacher registration

Is there anything I didn't ask about which you would have liked to talk about?

Thank you very much for your participation.

Appendix 6: Focus Groups' Interview Agenda

1. (a) Introductions and appreciation.
(b) Outline of the research and purpose of focus group meeting
(c) Research ethics/confidentiality
2. In general, why do you think people choose teaching as a career?
3. What would your comments be on programmes of Initial Teacher Education?
4. What would you like to see prioritised in the reconceptualised programmes?
5. What do you think is the public perception of the teaching profession?
6. How do you think teachers view themselves as professionals?
7. Do you think teachers see themselves as lifelong learners?
8. What would you say about your experience of CPD?
9. Is there is culture of collaboration among teachers in schools in Ireland?
10. Are the Croke Park hours facilitating collaboration in schools?
11. If you were involved in planning for the future continuing professional development of teachers what would you suggest with regard to:
 - developing and recognising appropriate CPD opportunities
 - identification of CPD needs
 - setting CPD standards
 - funding for CPD
 - time for CPD
 - staff-organised CPD
 - professional accreditation of CPD
 - CPD as a requirement for renewal of teacher registration

Is there anything I didn't ask about which you would have liked to talk about?

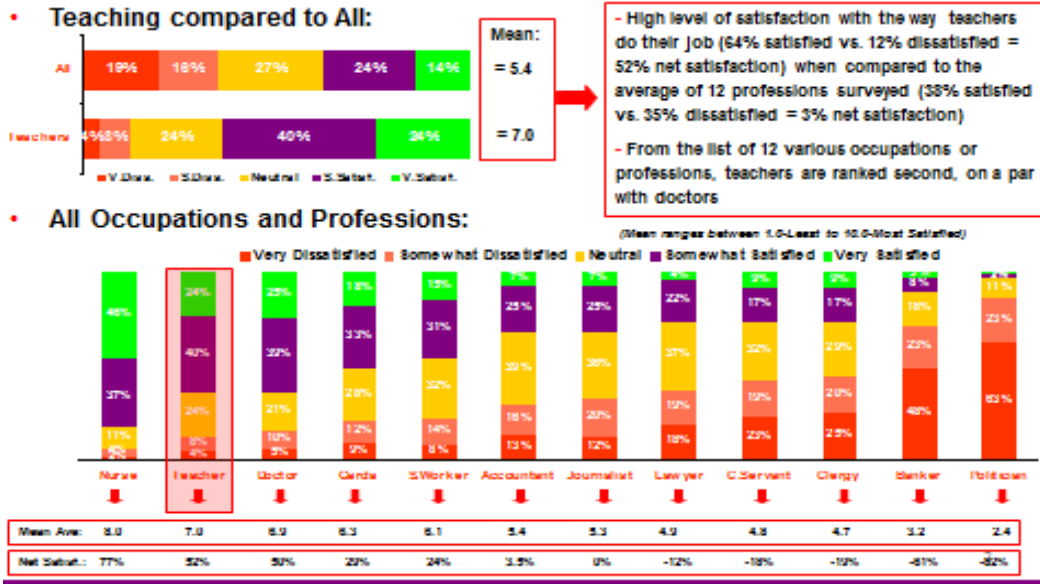
Thank you very much for your participation.

Appendix 7: Teaching Council Survey

1.1 Perceived Level of SATISFACTION (All)



Q: Please rate how satisfied or dissatisfied are you with the way the following people do their jobs? (n=1,000)

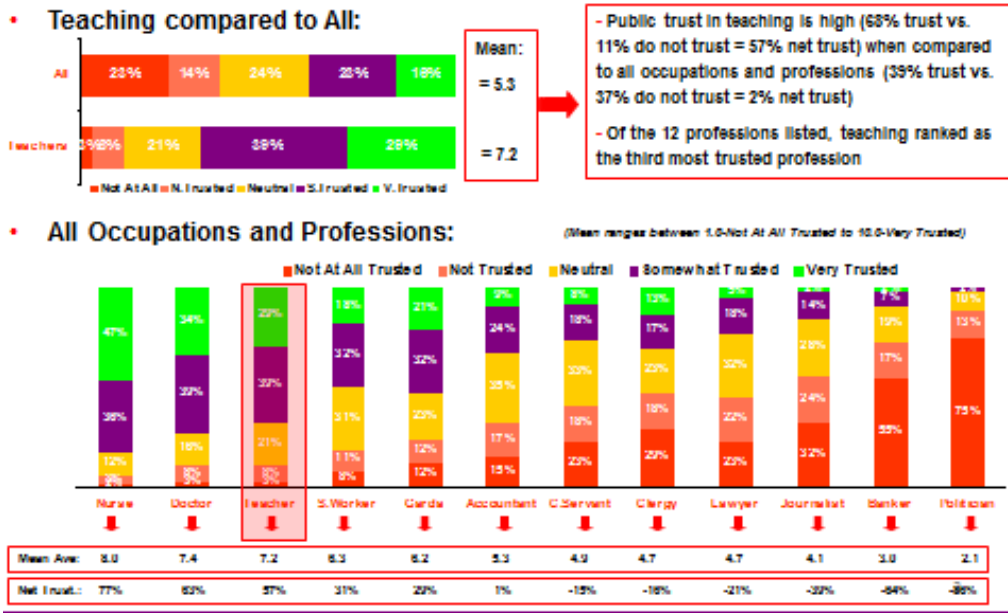


Teachers were ranked 2nd with regard to satisfaction

2.1 Perceived Level of TRUST (All Occupations/Professions)

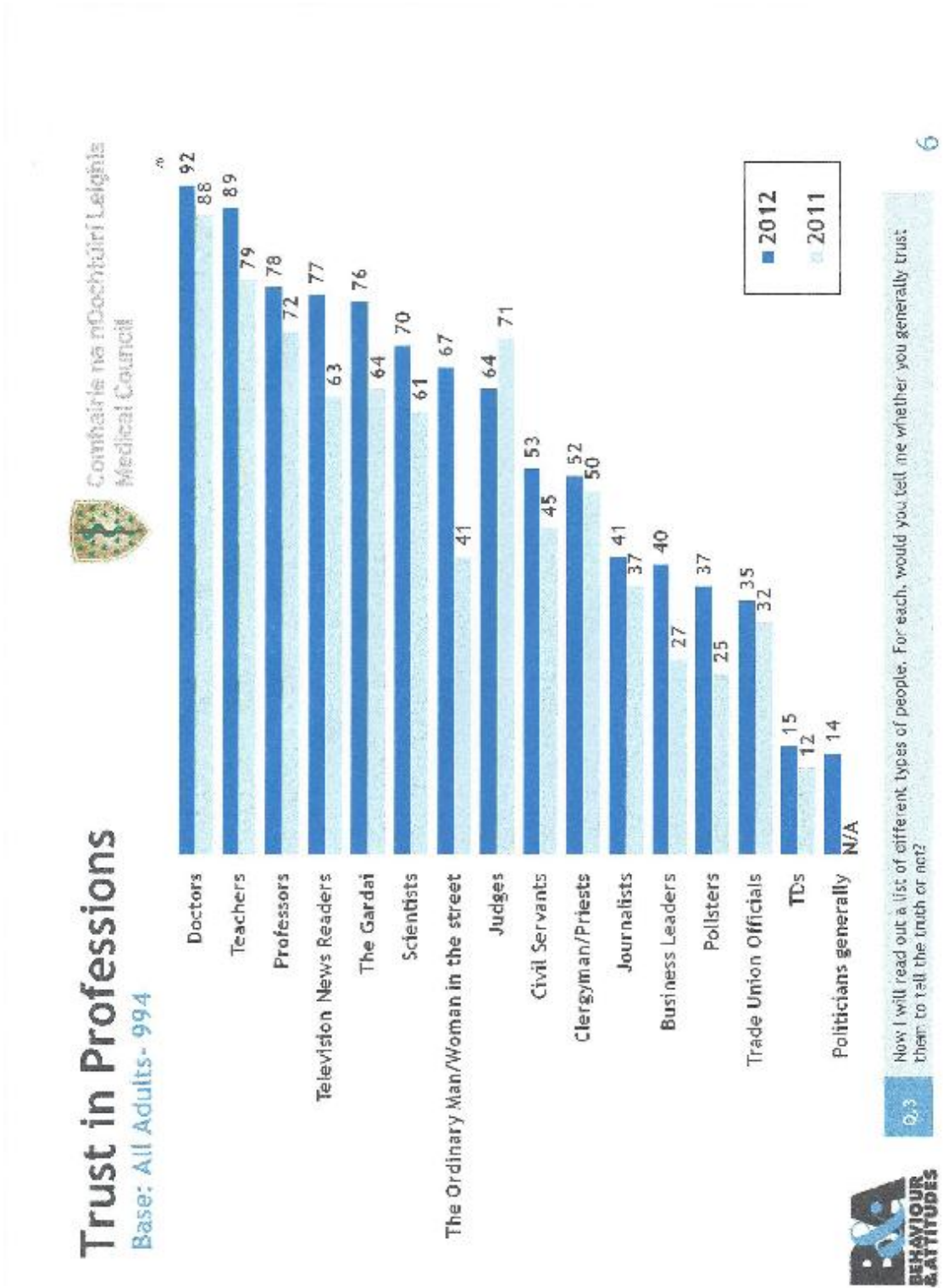


Q: Please rate which of the following professions would you trust? (n=1,000)



Teachers were ranked 3rd with regard to trust

Appendix 8: Medical Council Survey



Teachers were ranked 2nd with regard to trust

Appendix 9:

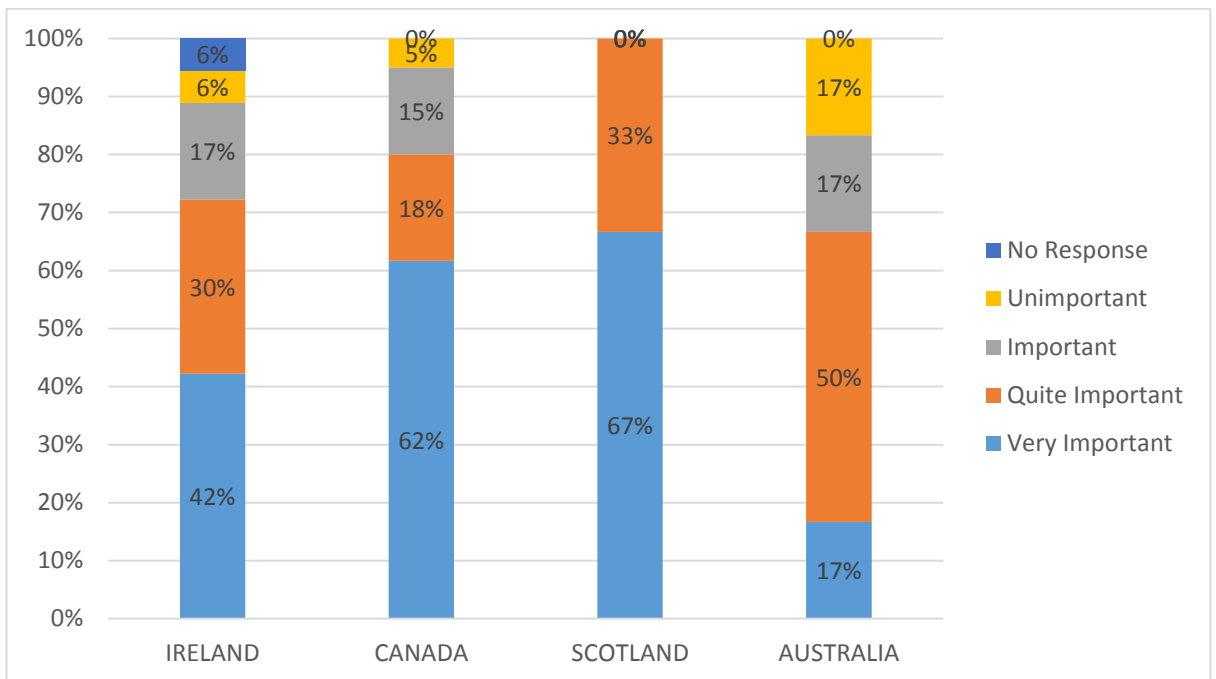
Questionnaire Q.9 – Motivation to become a teacher

Bar Charts for Responses 9.01 – 9.15

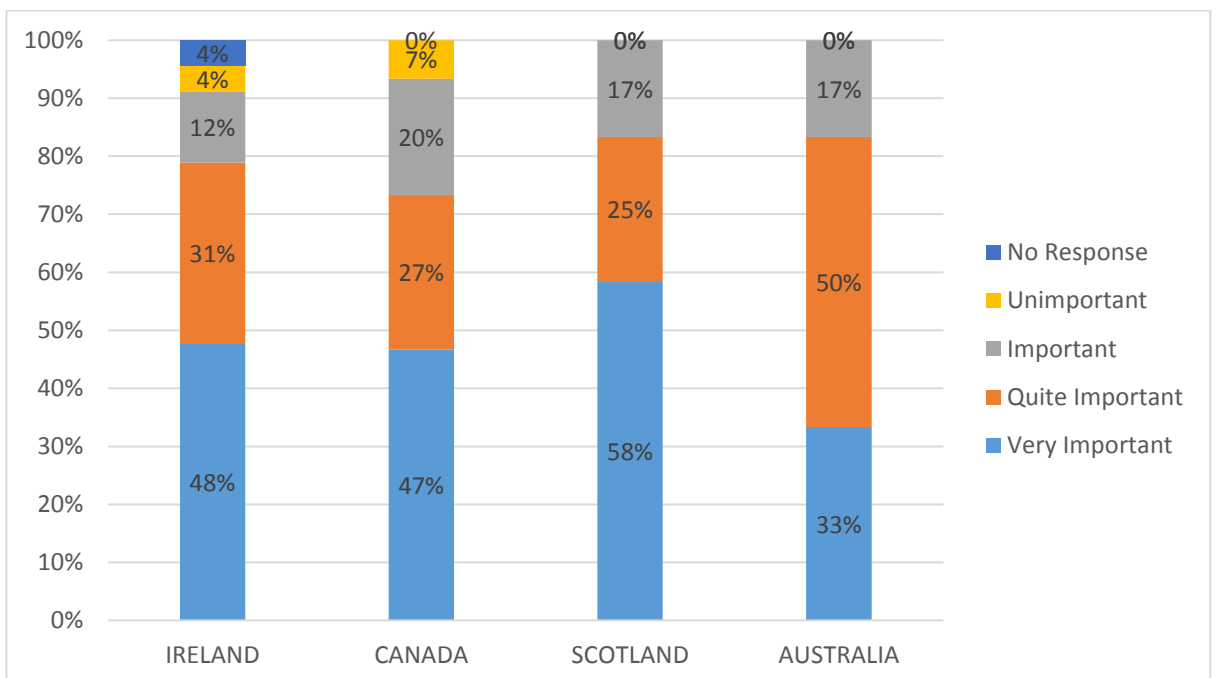
Number of Respondents

Ireland	90
Canada	60
Scotland	12
Australia	6
Total	168

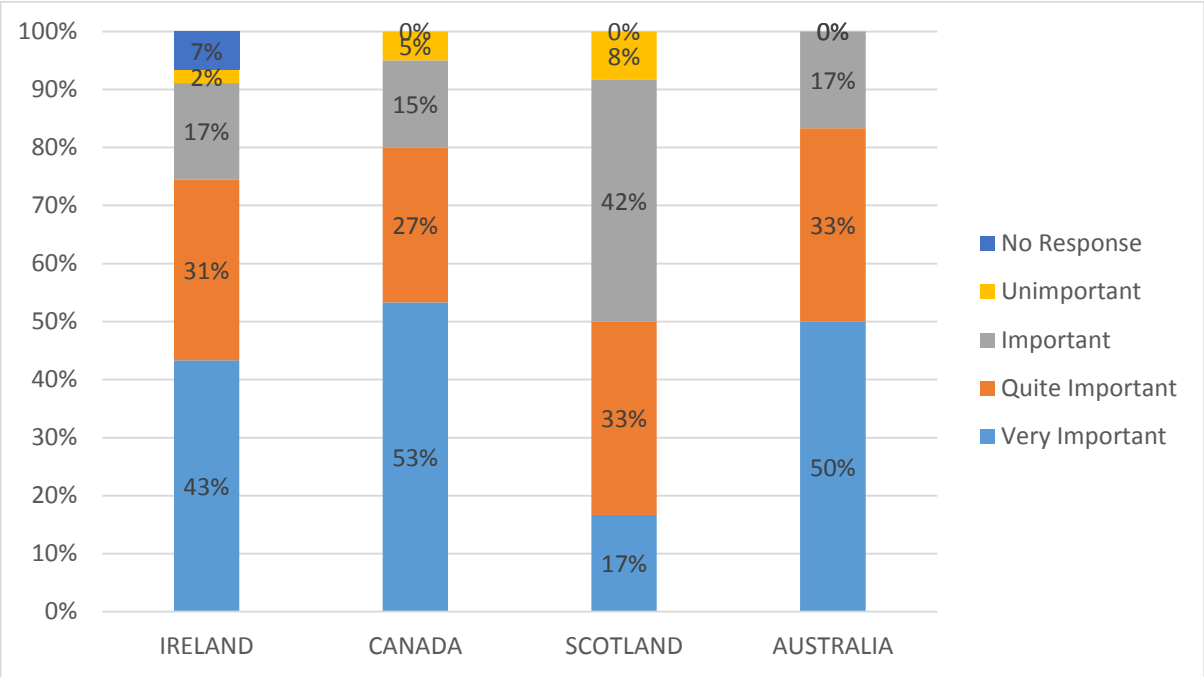
9.01: Motivation to become a teacher - to make a difference



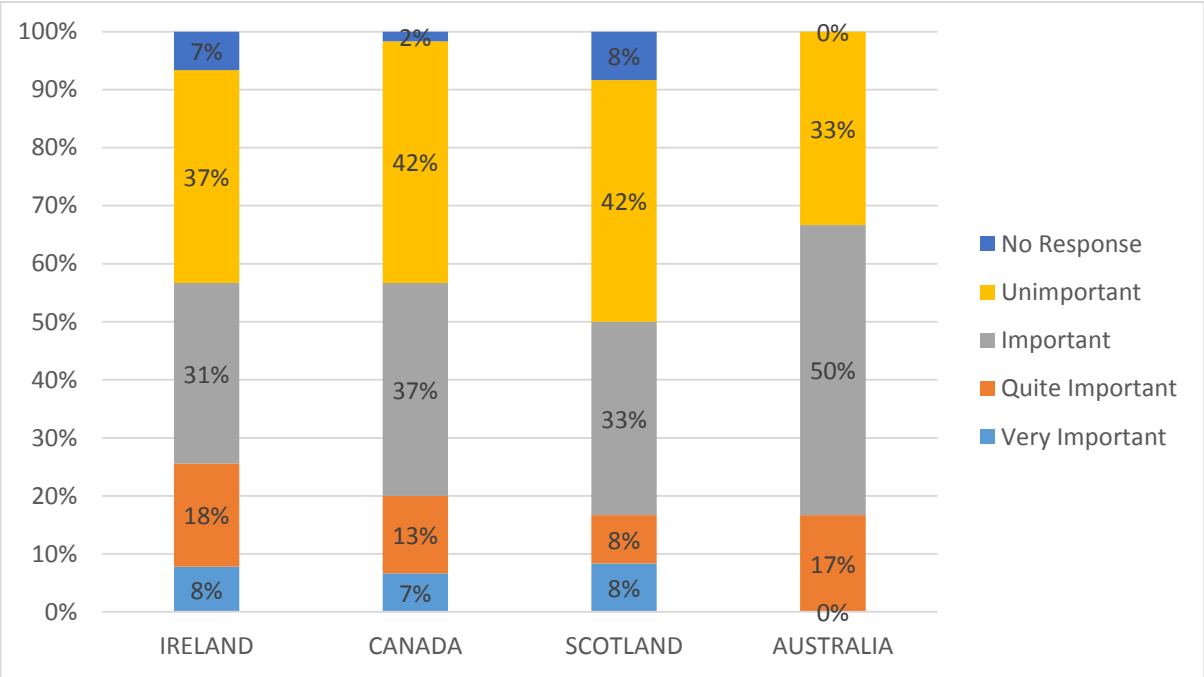
9.02: Motivation to become a teacher - to work with children/young people



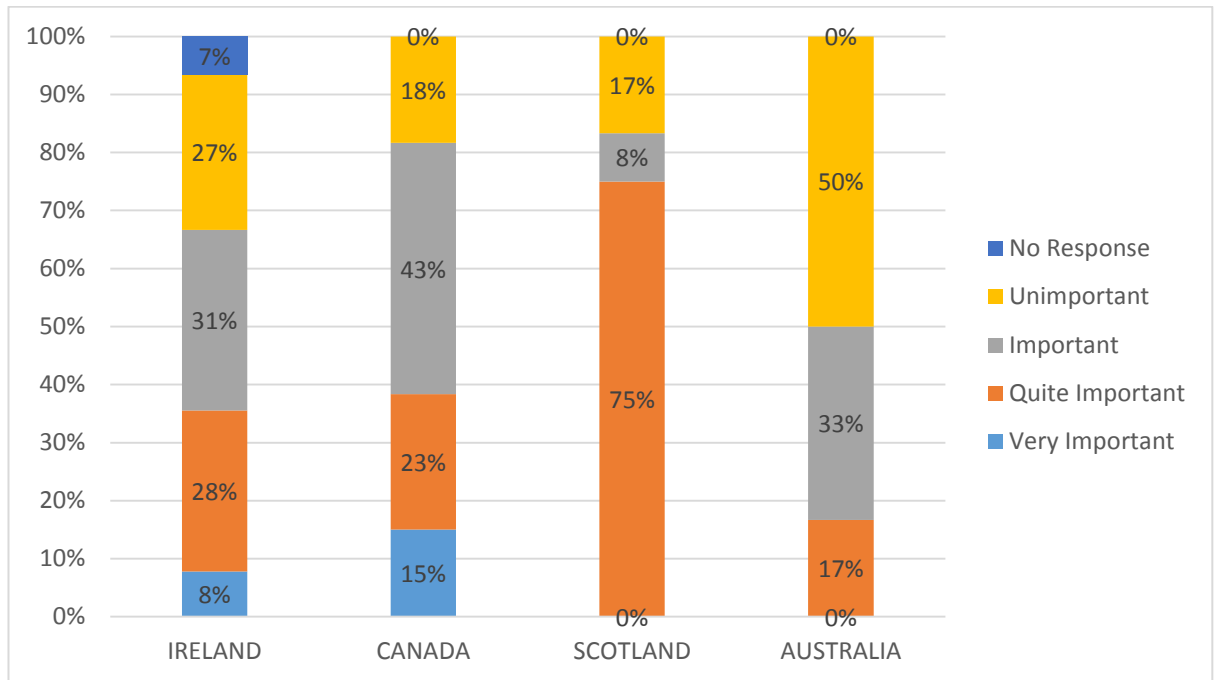
9.03: Motivation to become a teacher - to impart knowledge



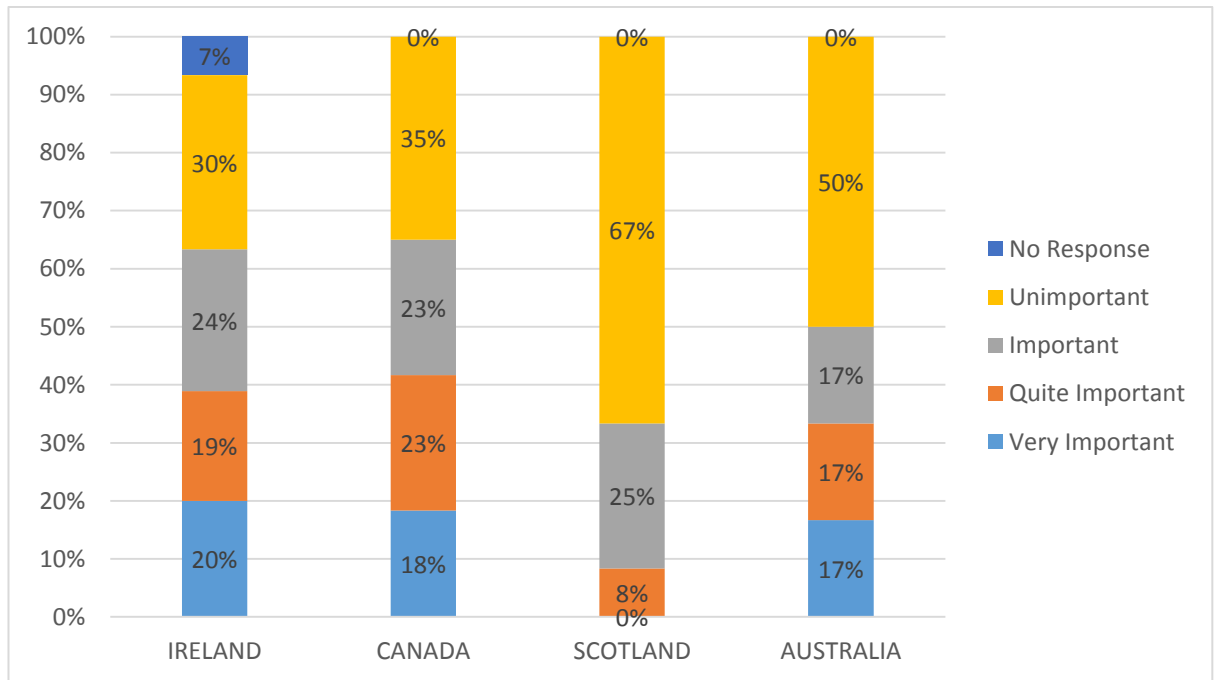
9.04: Motivation to become a teacher - to be a member of a high status profession



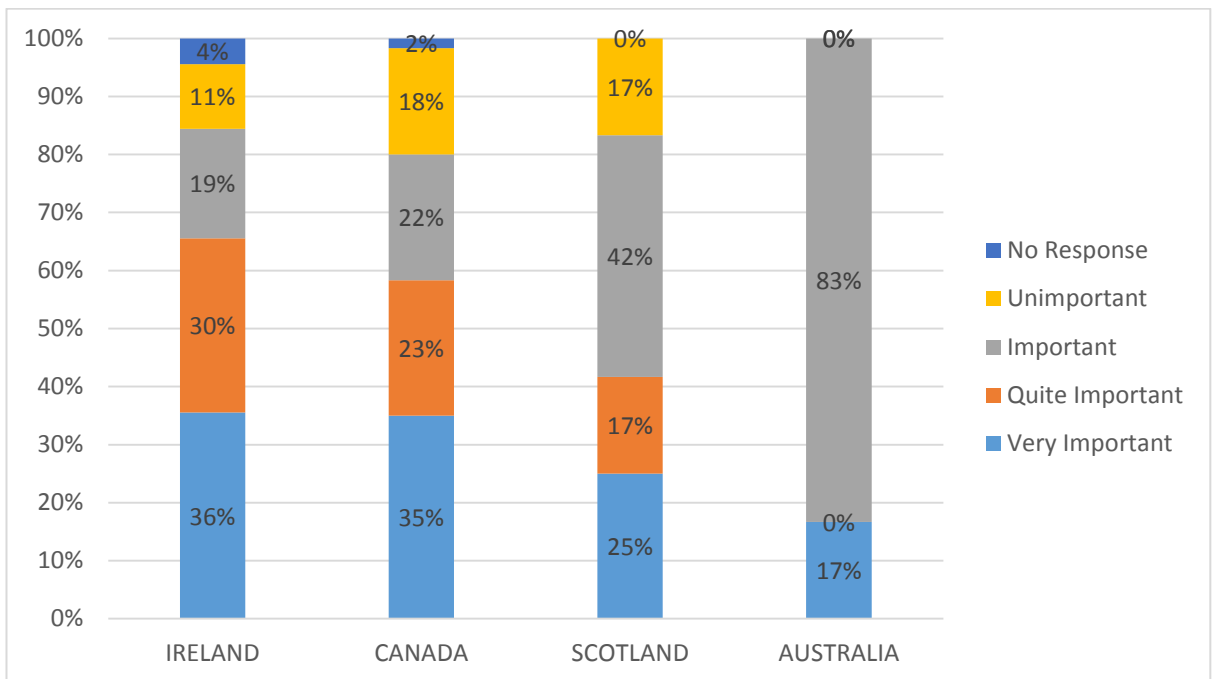
9.05: Motivation to become a teacher - to enjoy professional freedom



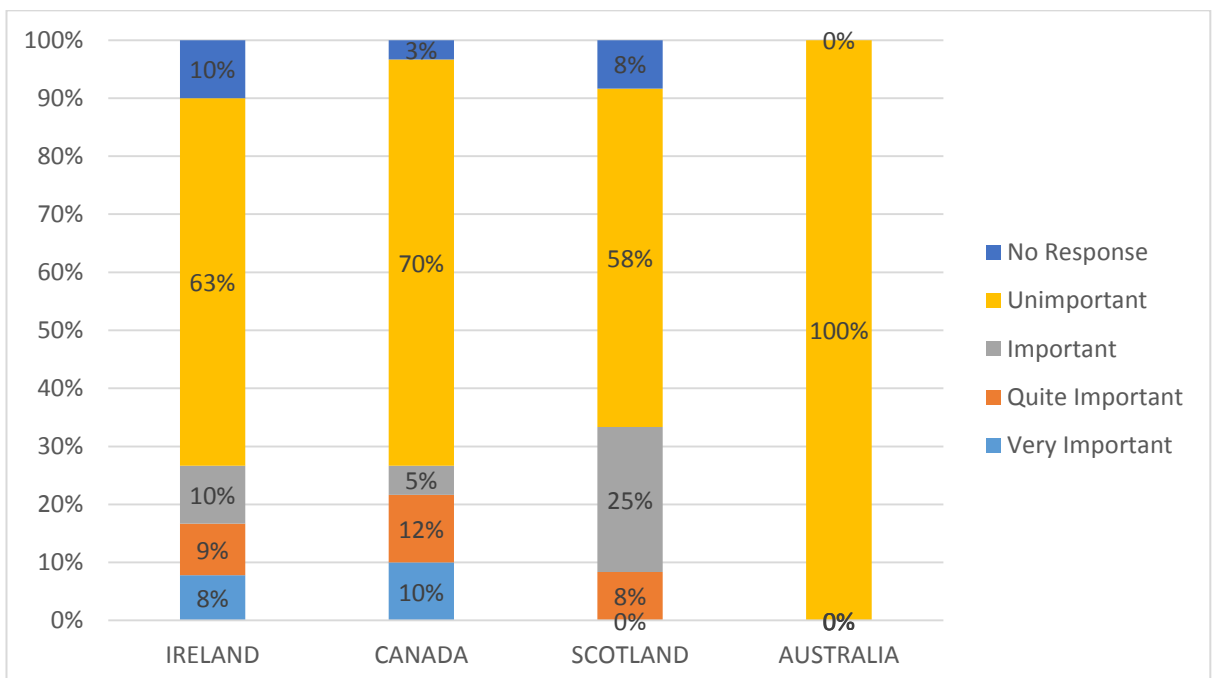
9.06: Motivation to become a teacher - to relive/perpetuate love of own schooling



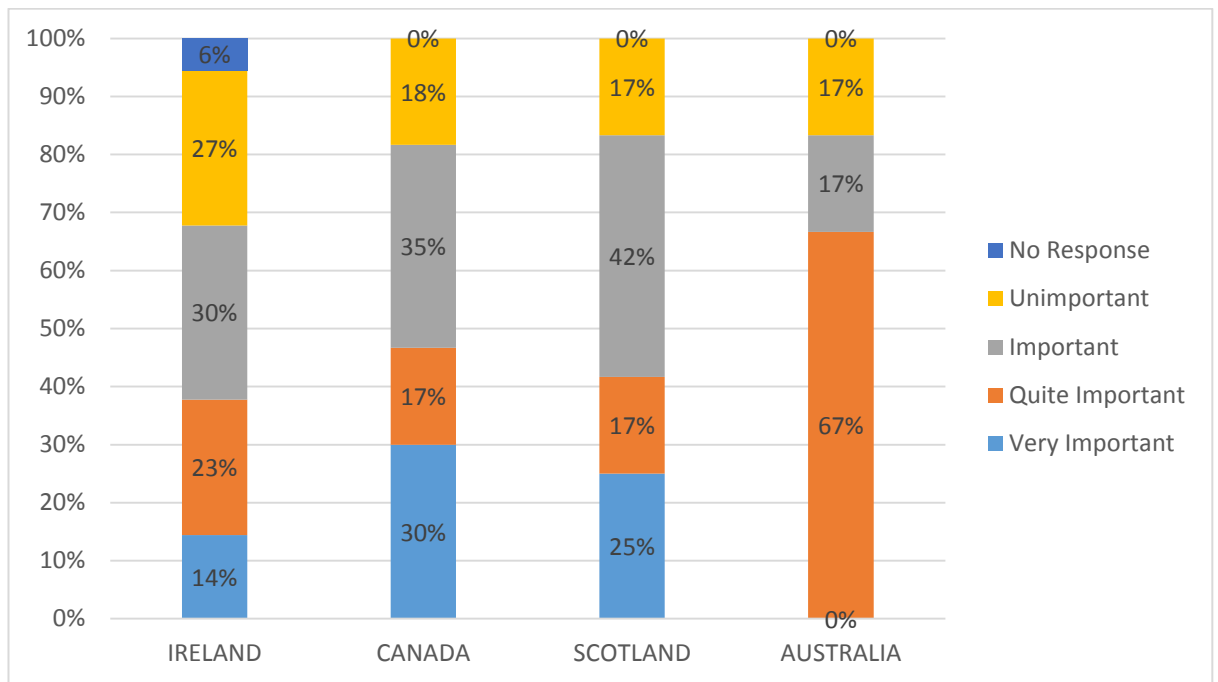
9.07: Motivation to become a teacher - to work with favourite subject(s)



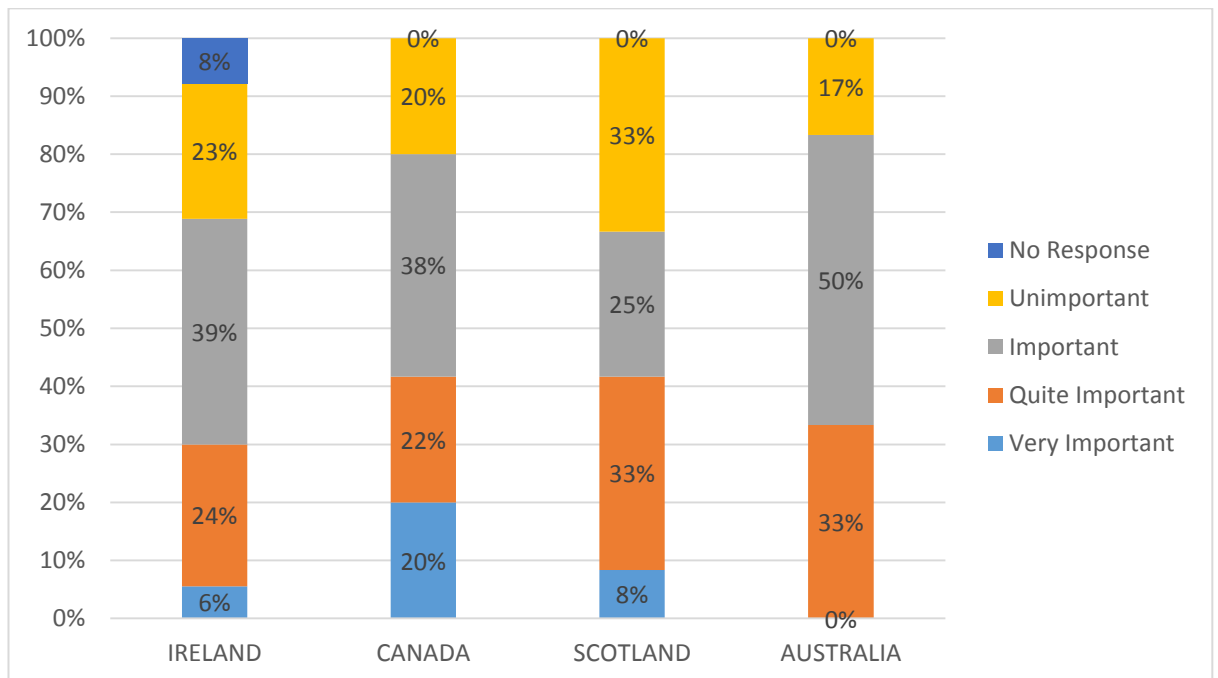
9.08: Motivation to become a teacher - to continue family teaching tradition



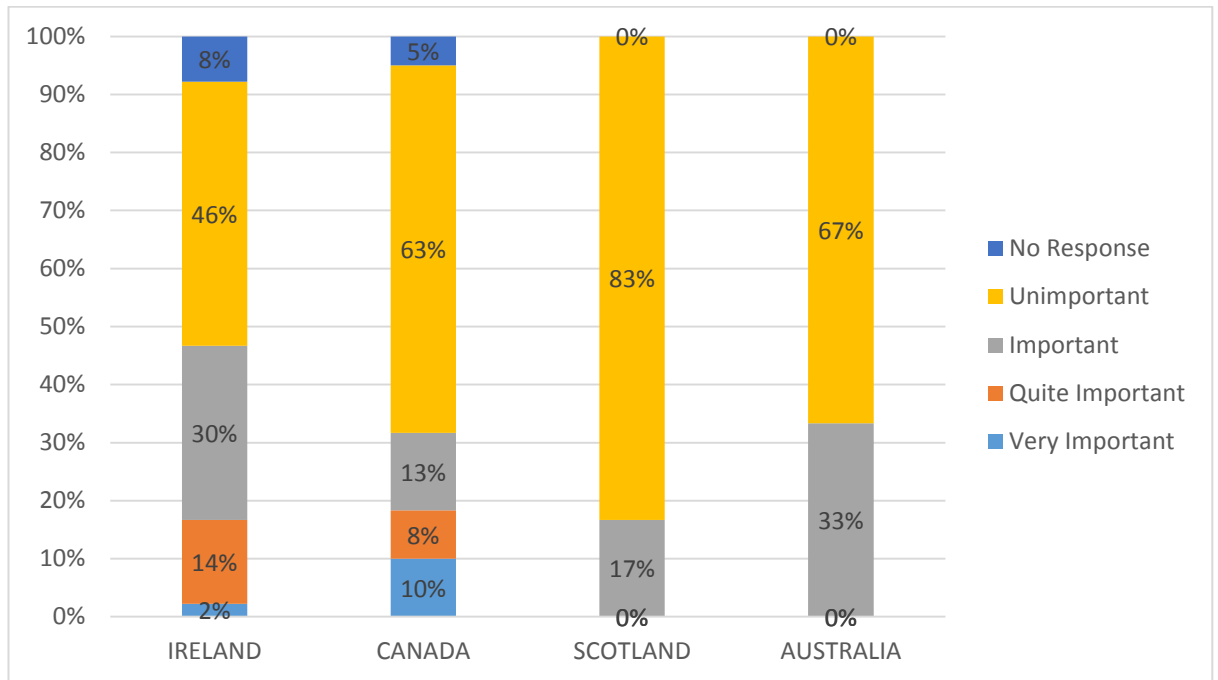
9.09: Motivation to become a teacher - to have a secure, pensionable job



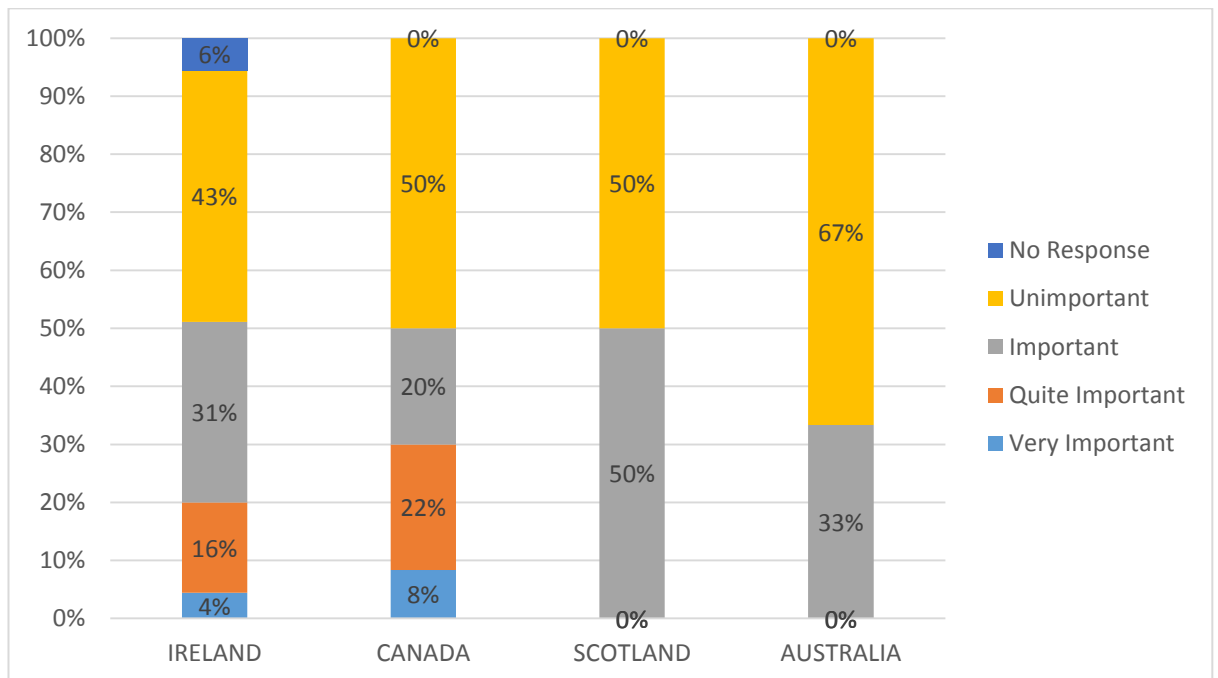
9.10: Motivation to become a teacher - to have a good salary



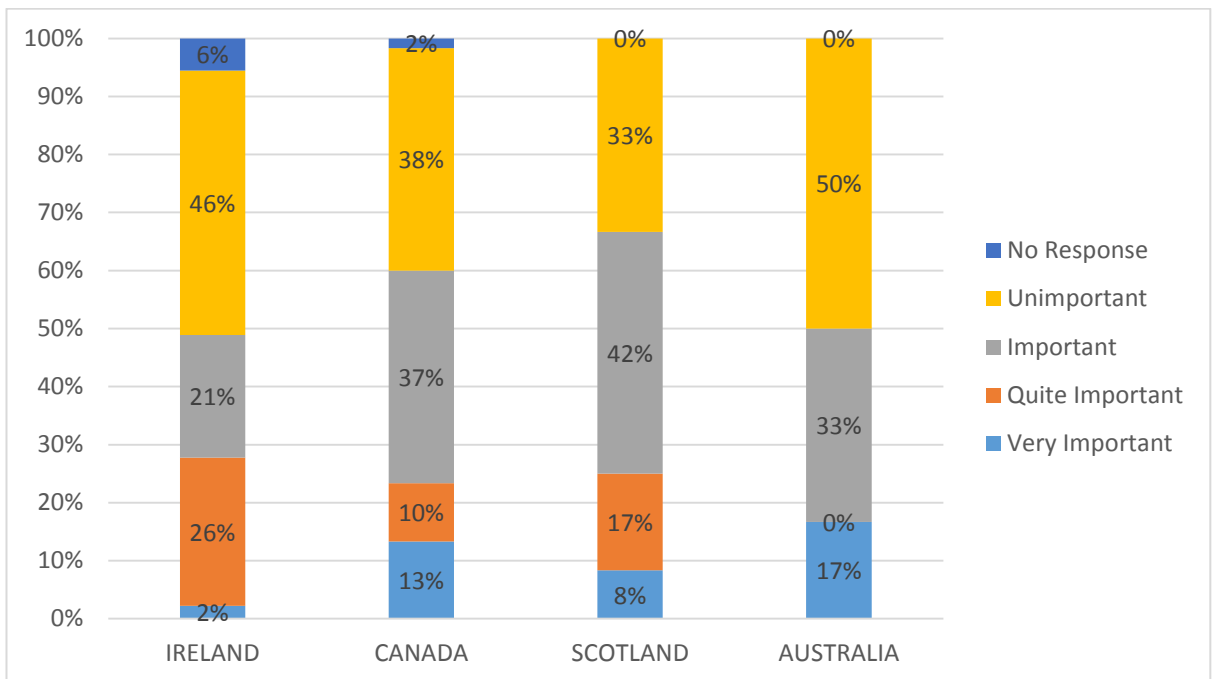
9.11: Motivation to become a teacher - to have short working hours



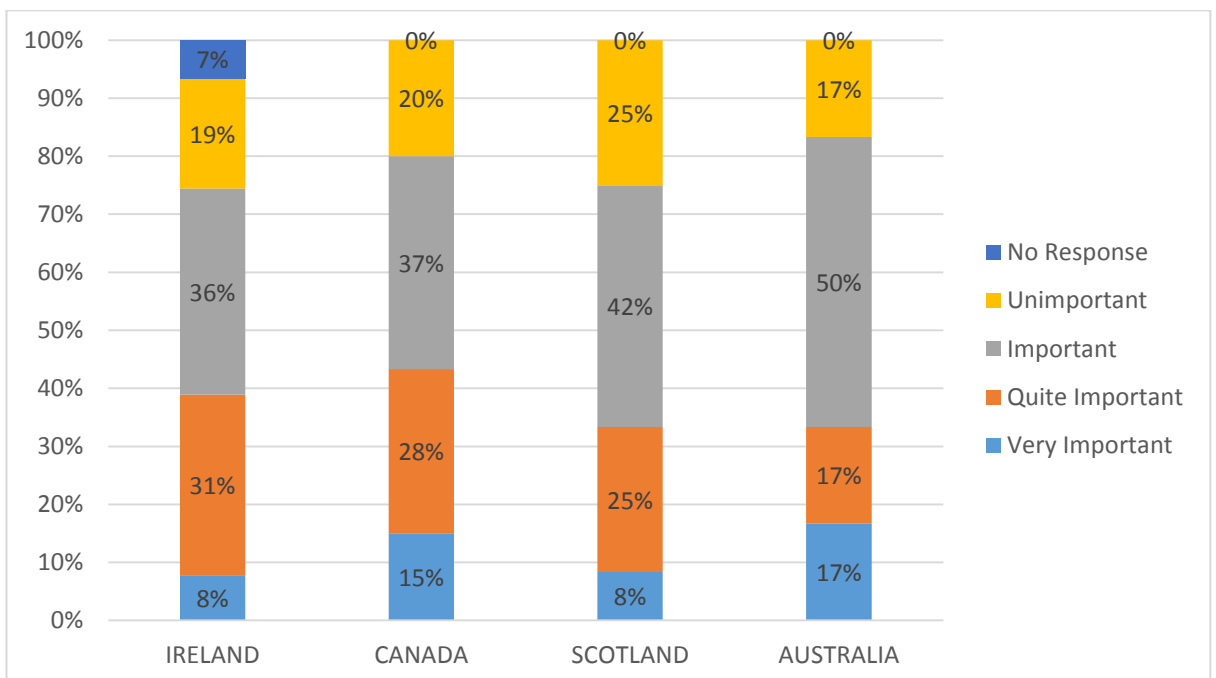
9.12: Motivation to become a teacher - to have long holidays



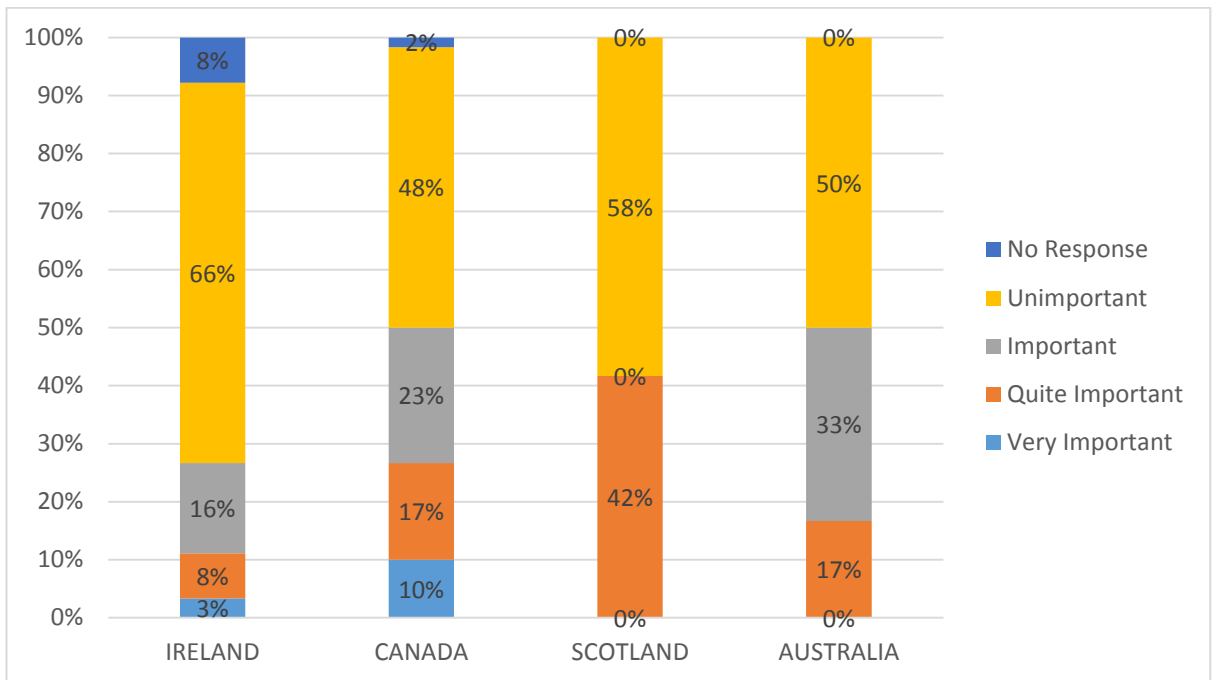
9.13: Motivation to become a teacher - to be your own boss in class



9.14: Motivation to become a teacher - to work with like-minded colleagues



9.15: Motivation to become a teacher - to have a qualification suited to travelling



Appendix 10

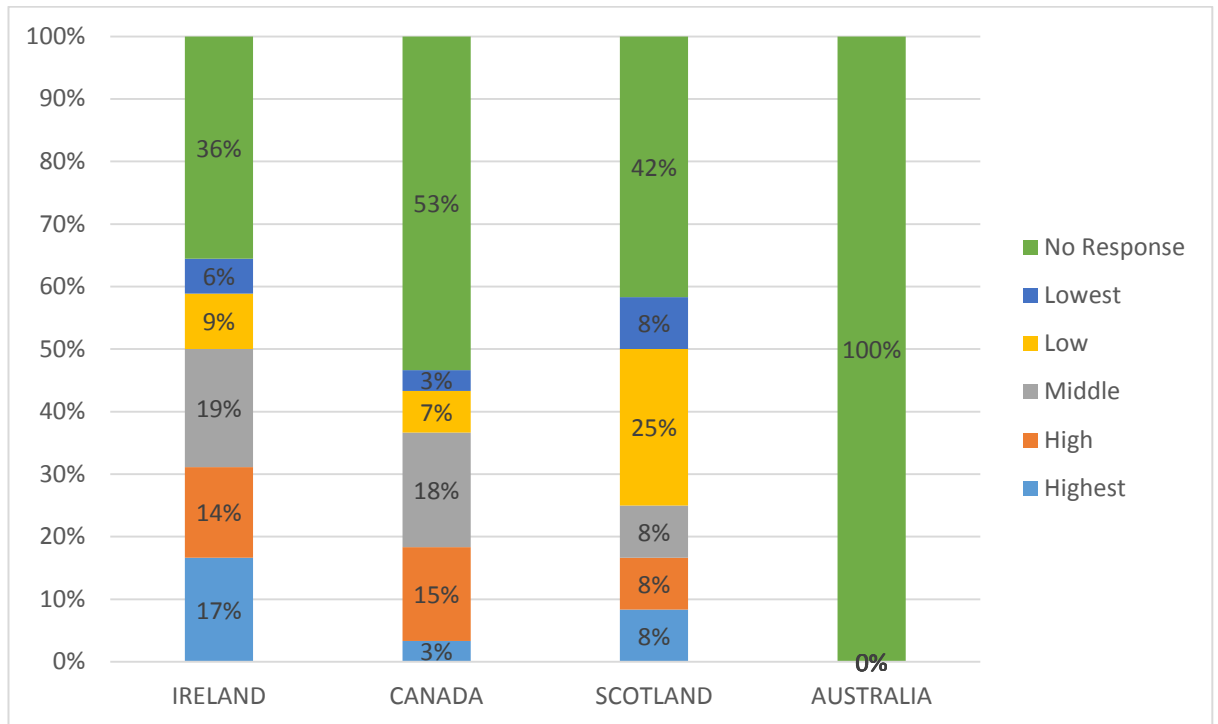
Questionnaire Q.10 – Influences on decision to become a teacher

Bar Charts for Responses 10.01 – 10.07

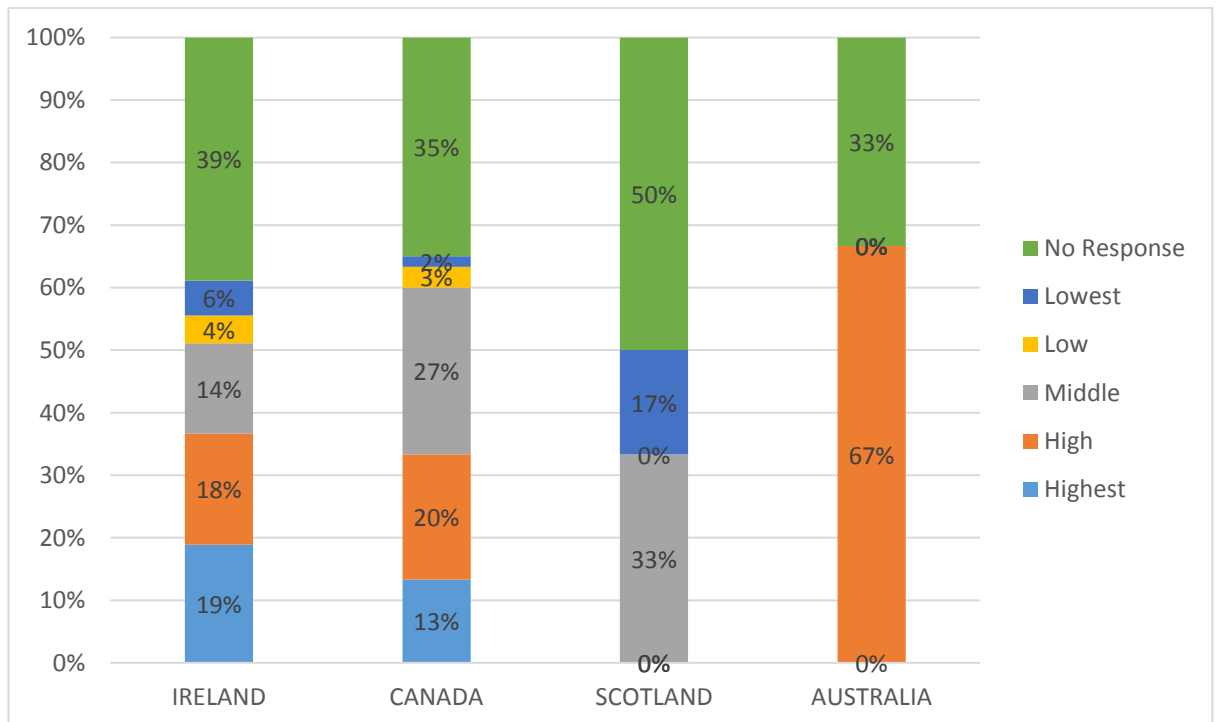
Number of Respondents

Ireland	90
Canada	60
Scotland	12
Australia	6
Total	168

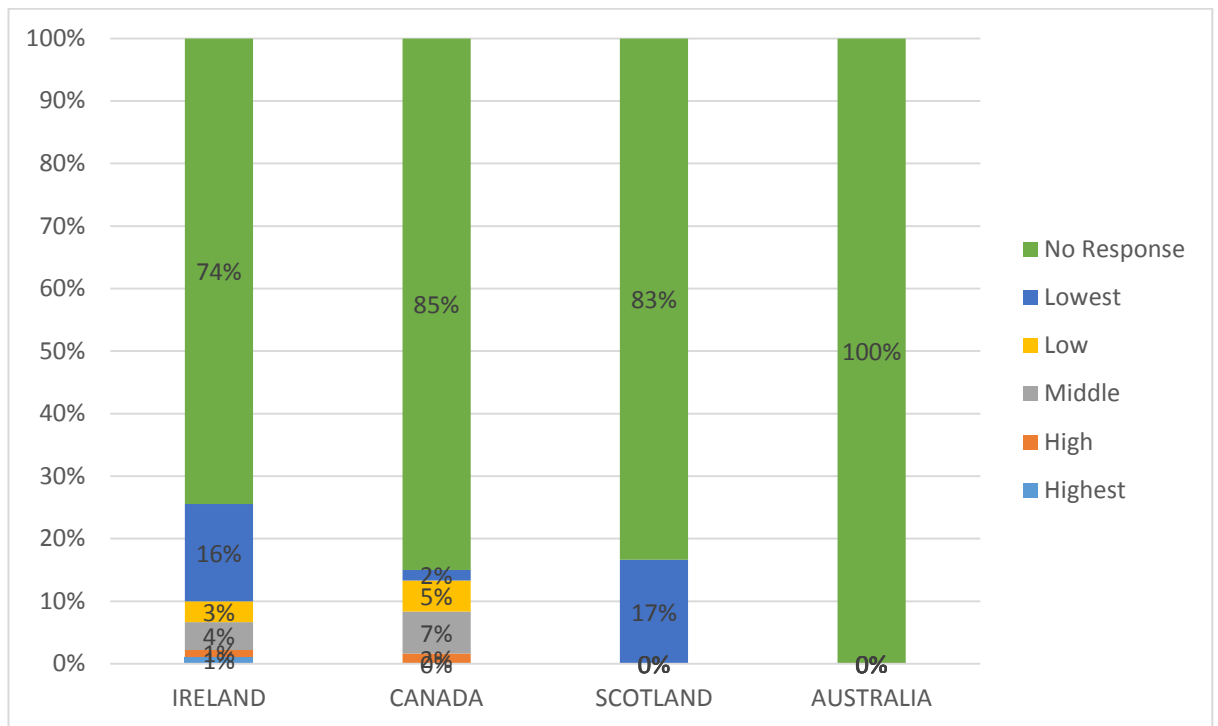
10.01: Influences on decision to be a teacher - Parent(s)



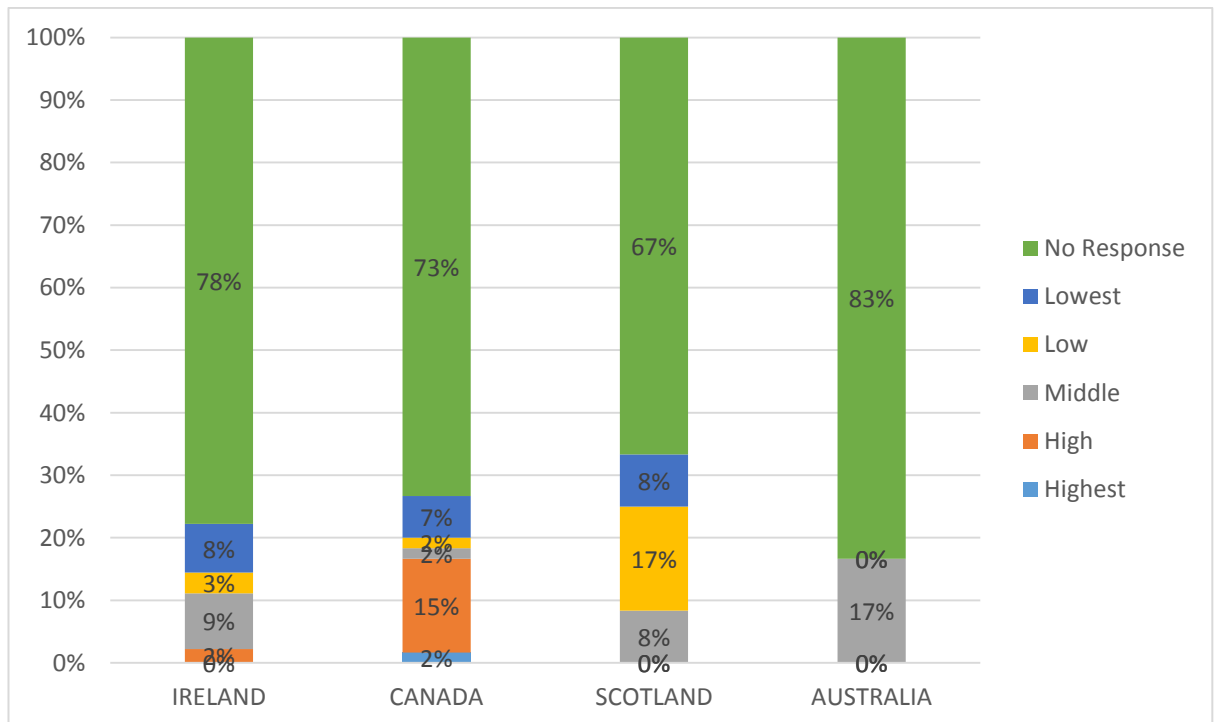
10.02: Influences on decision to be a teacher - Teacher(s)



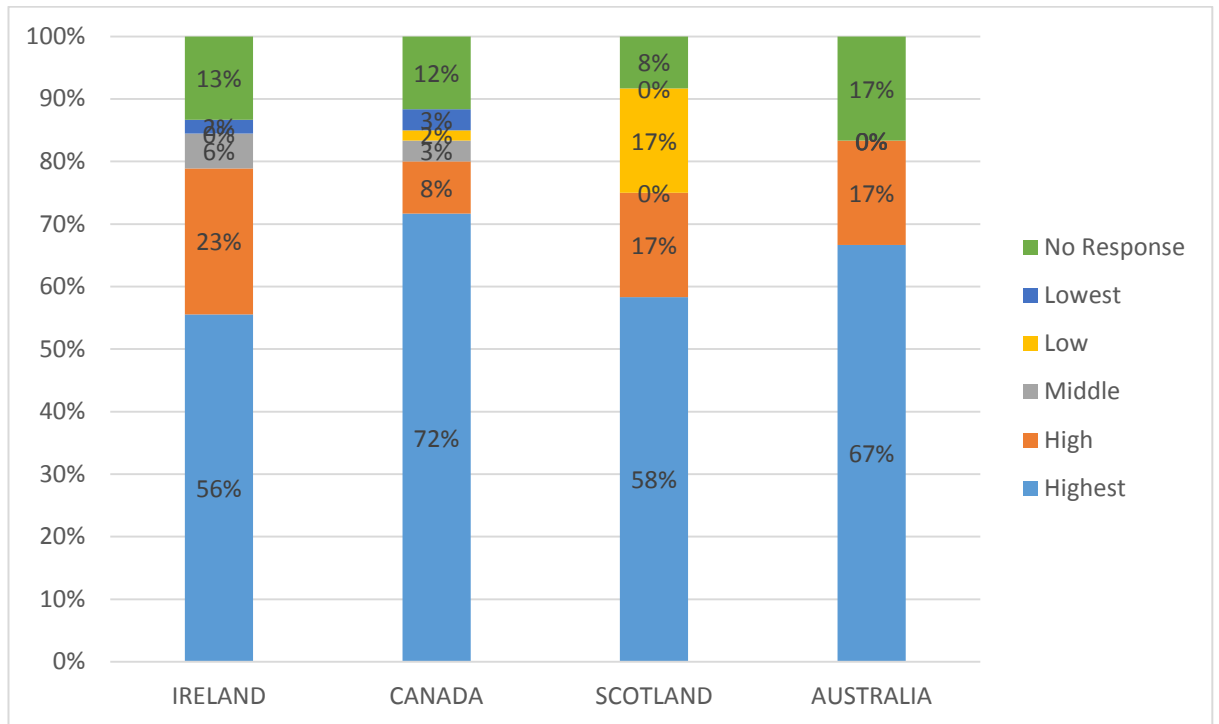
10.03: Influences on decision to be a teacher - Career Guidance person



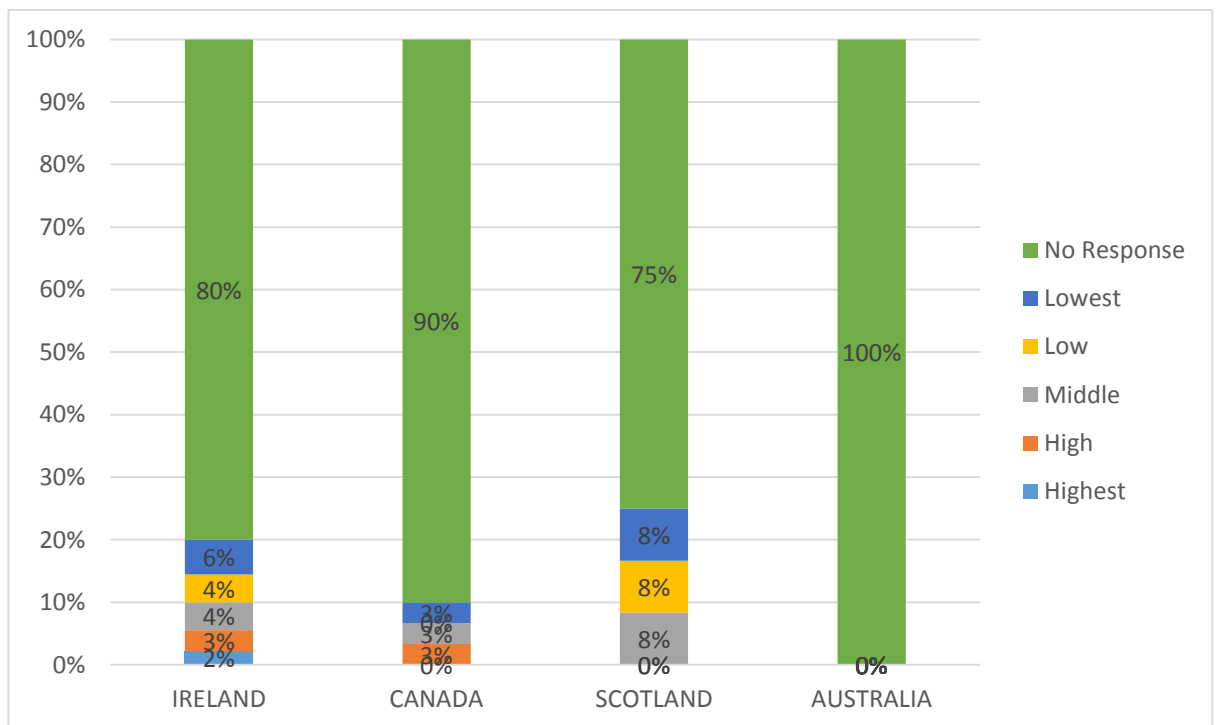
10.04: Influences on decision to be a teacher - Peer(s)



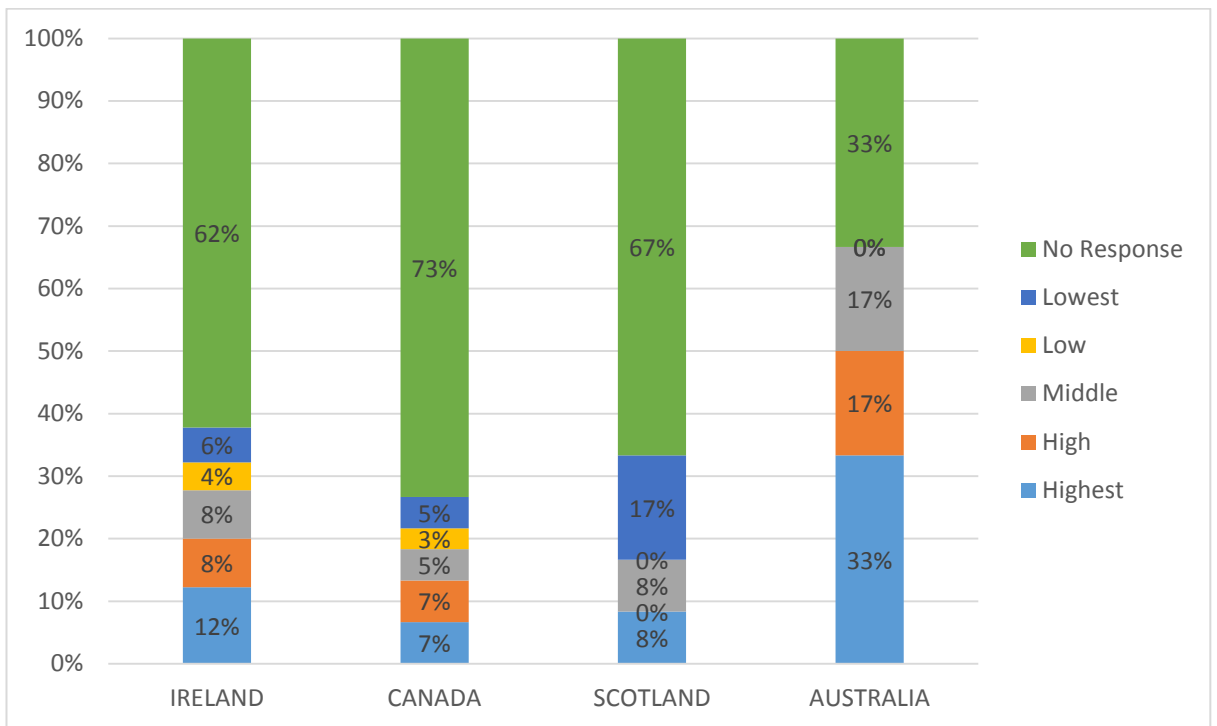
10.05: Influences on decision to be a teacher - Self-motivated



10.06: Influences on decision to be a teacher - Sibling



10.07: Influences on decision to be a teacher - Career option



Appendix 11

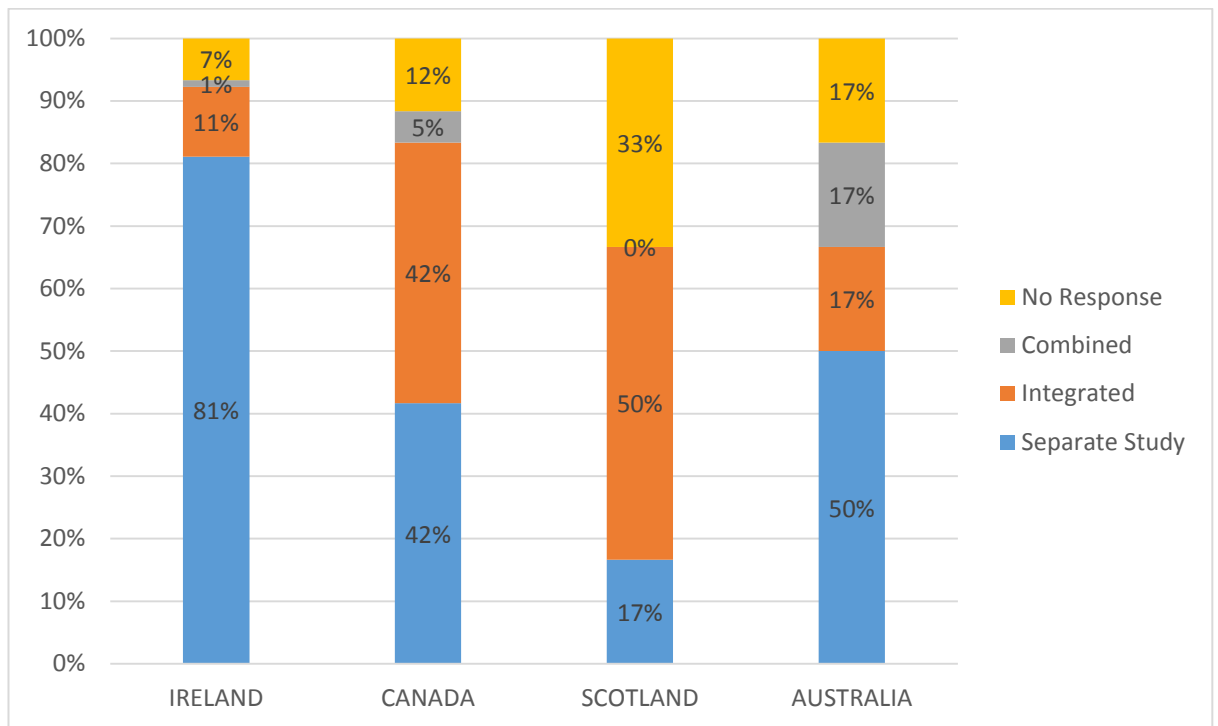
Questionnaire Q.11 – Initial Teacher Education (ITE)

Bar Charts for Responses 11.01 – 11.20

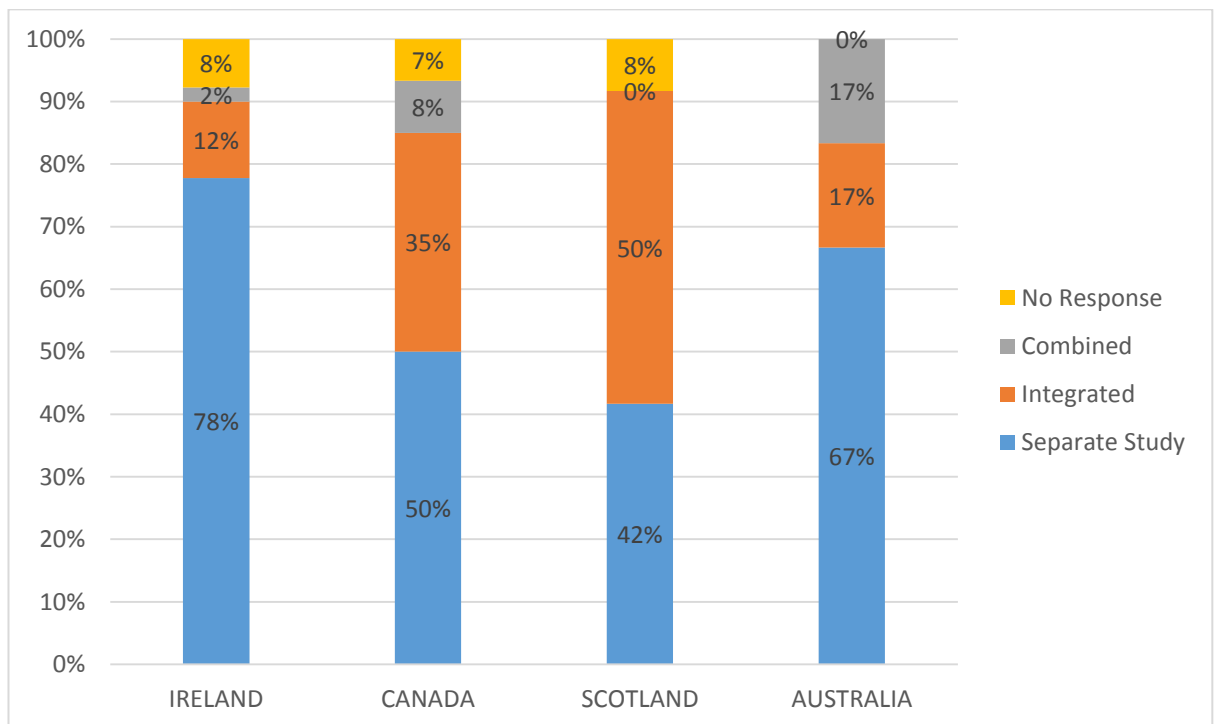
Number of Respondents

Ireland	90
Canada	60
Scotland	12
Australia	6
Total	168

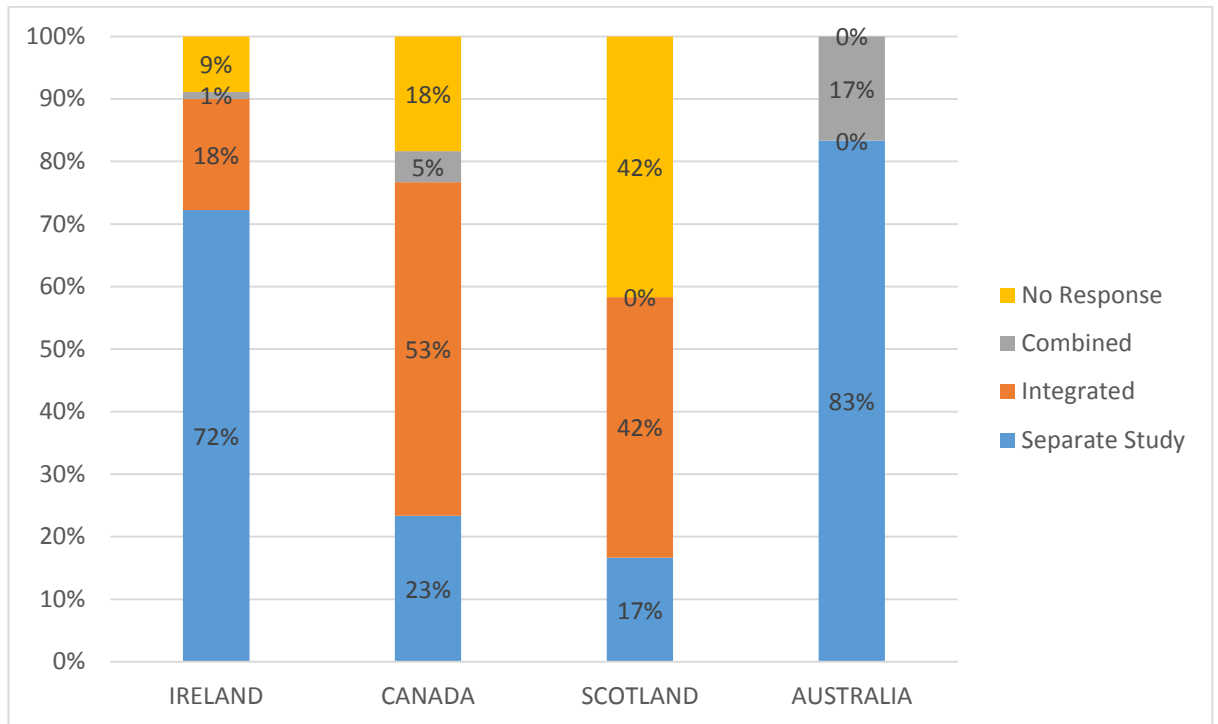
11.01: Experience of ITE – History of Education



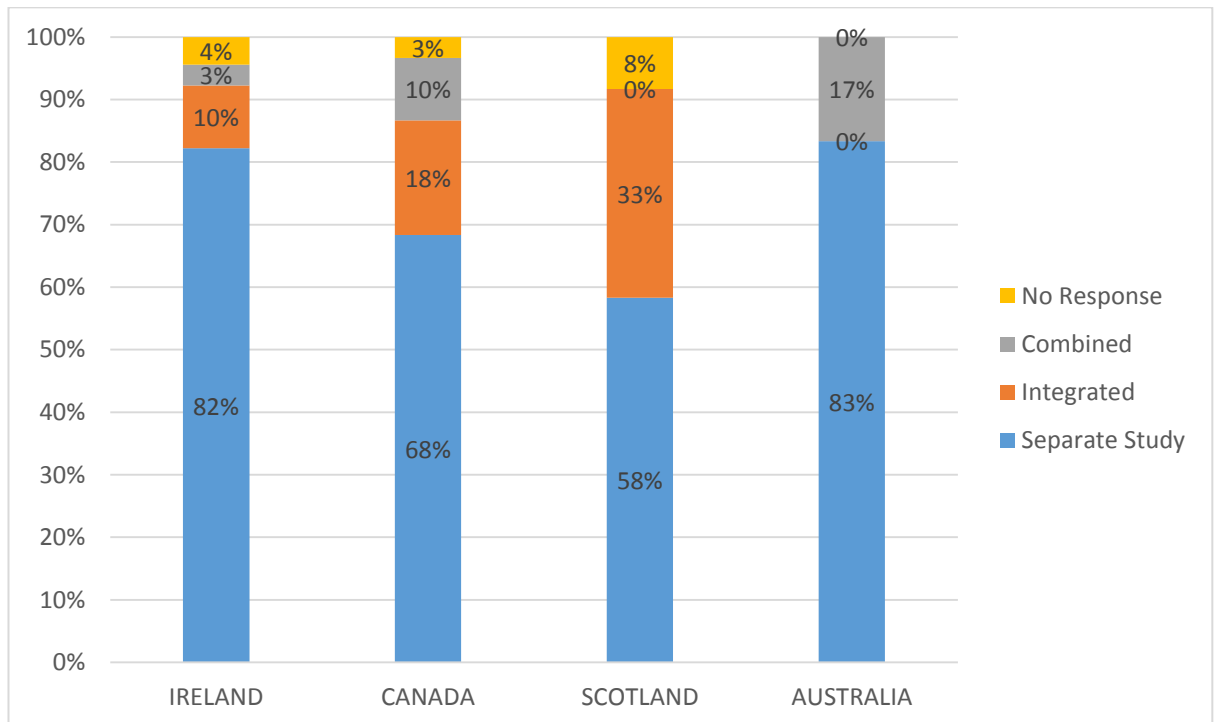
11.02: Experience of ITE – Philosophy of Education



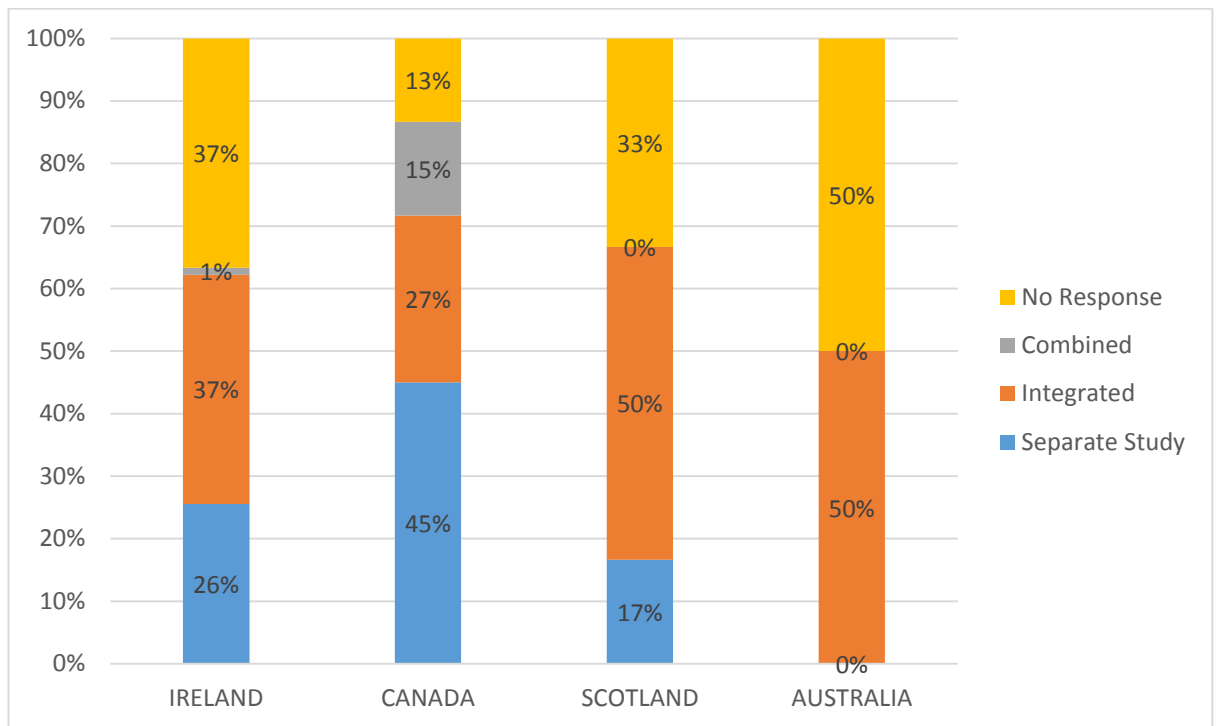
11.03: Experience of ITE – Sociology of Education



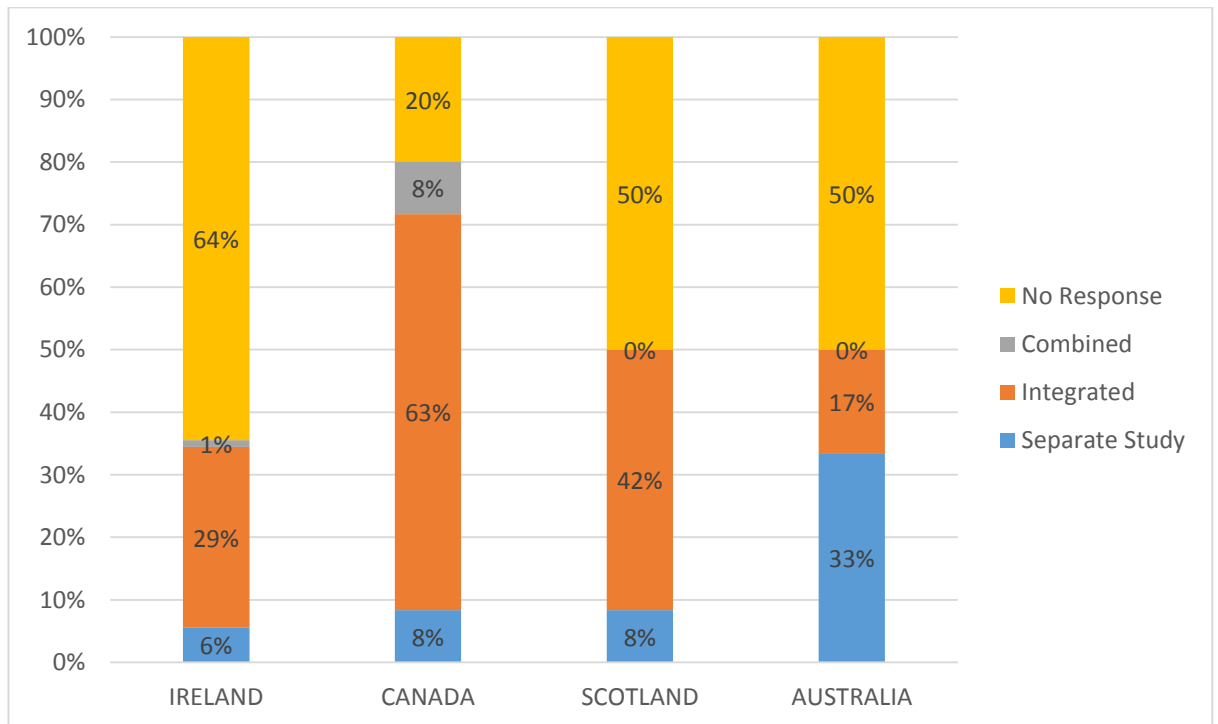
11.04: Experience of ITE – Educational Psychology



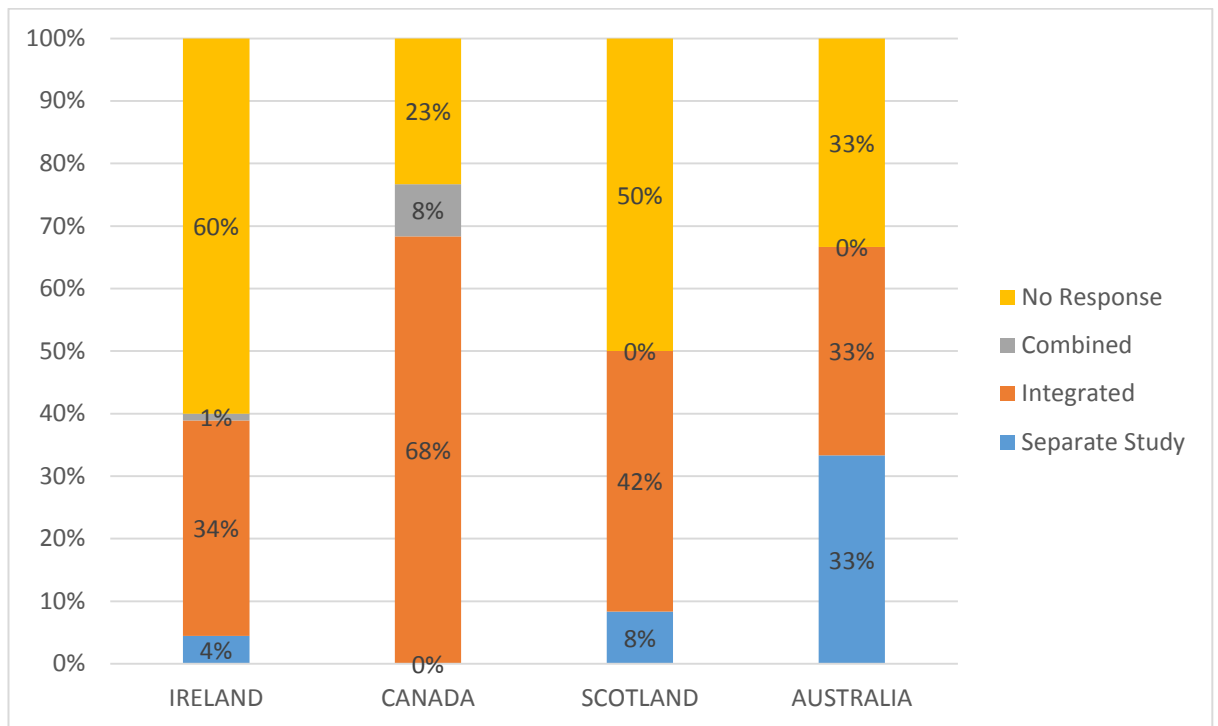
11.05: Experience of ITE – Special Education Needs



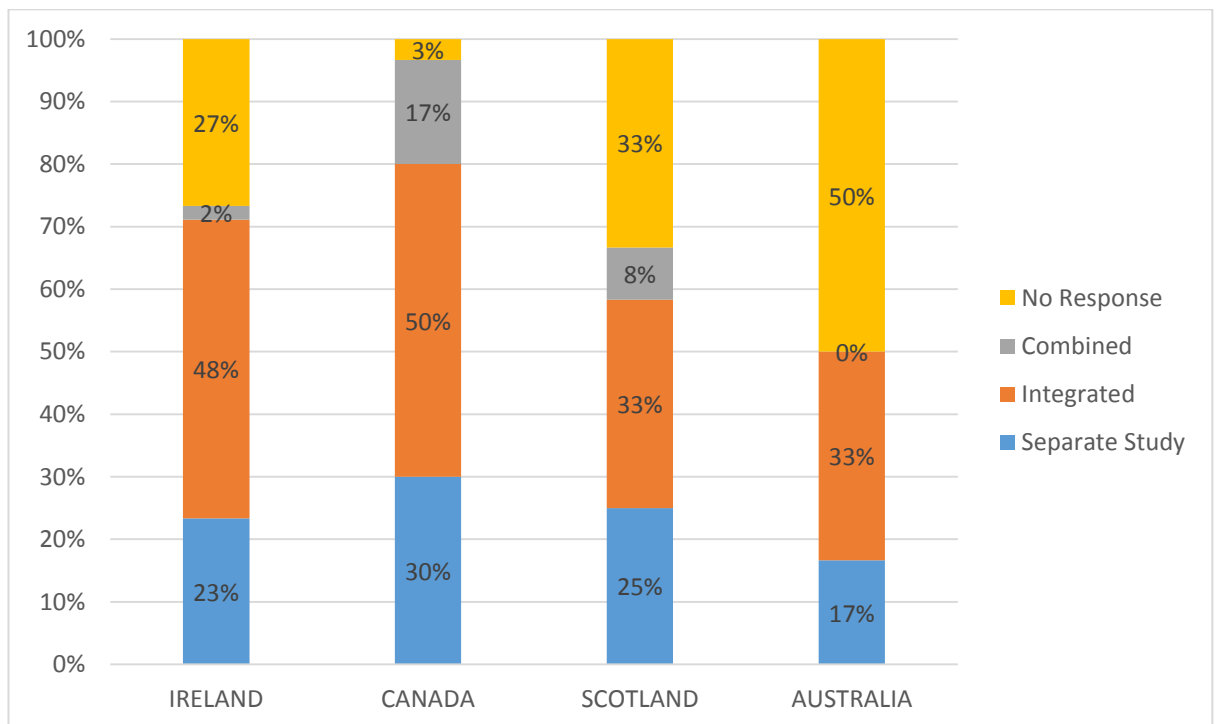
11.06: Experience of ITE - Multiculturalism



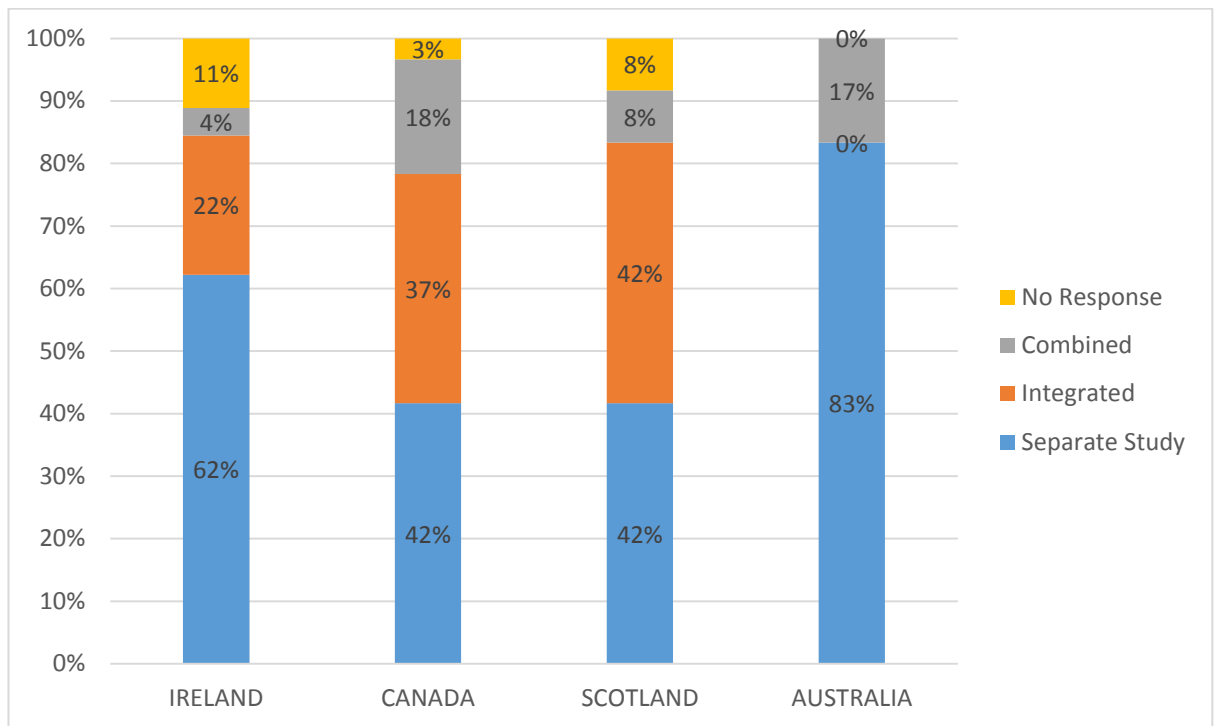
11.07: Experience of ITE – Background Diversity



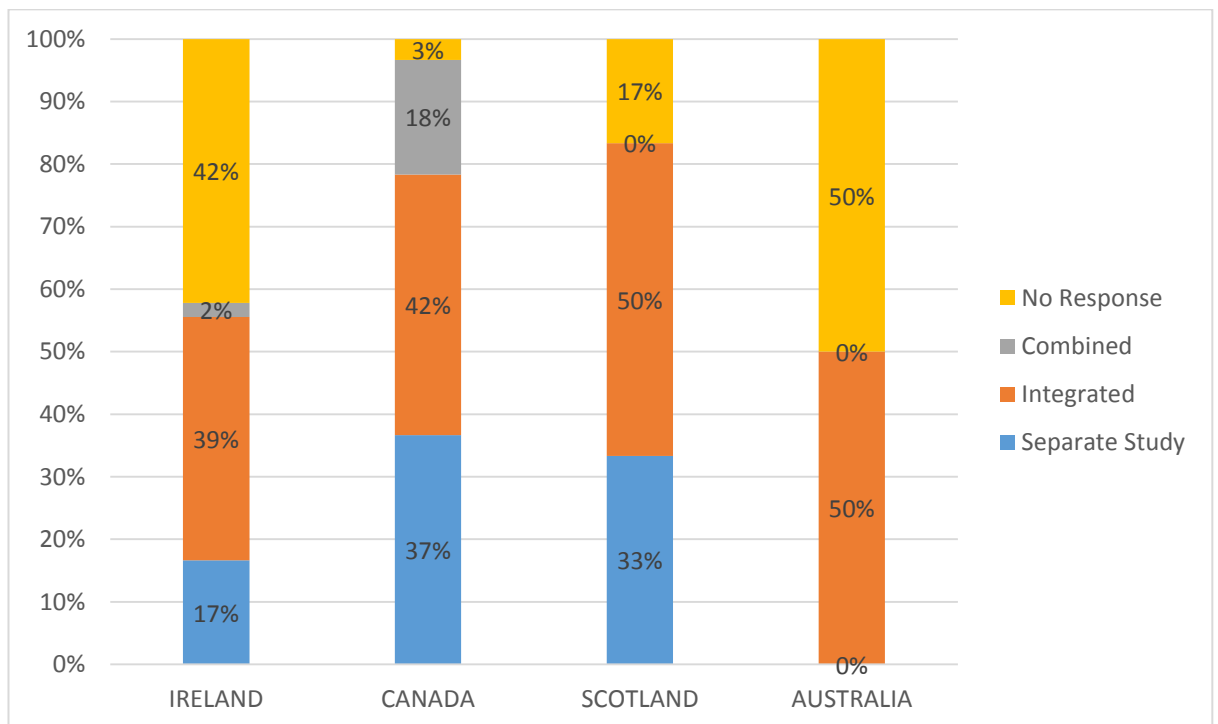
11.08: Experience of ITE – Learning Styles



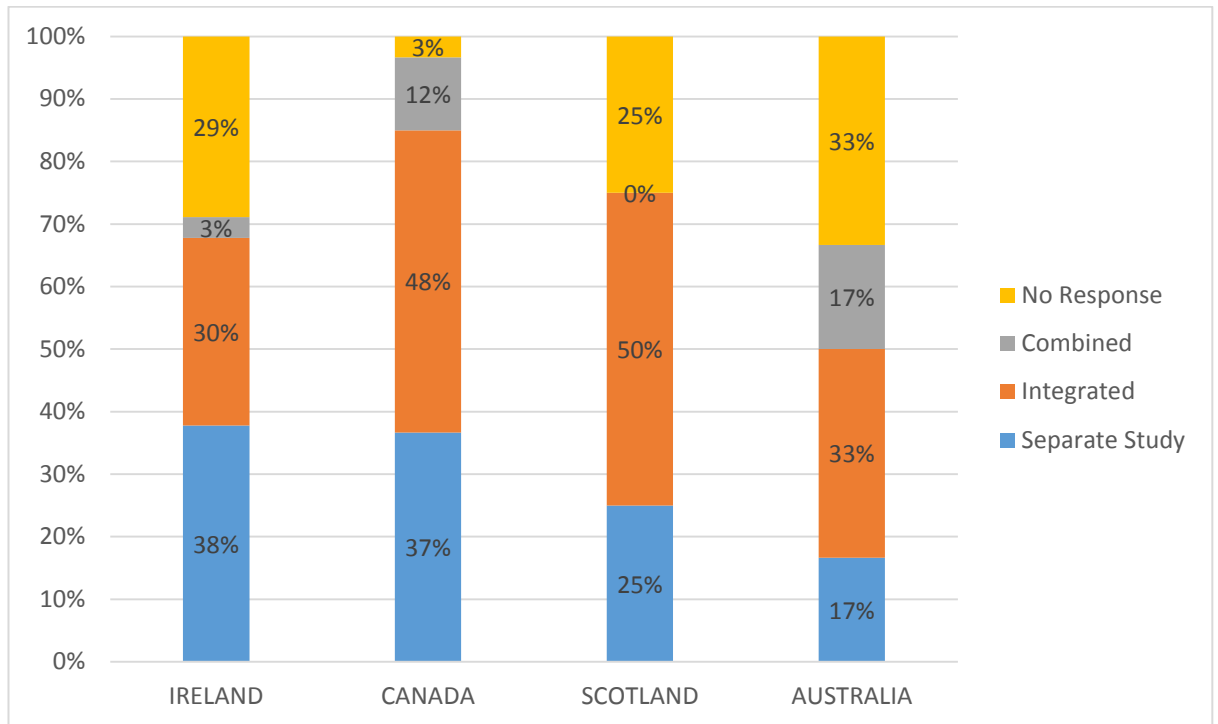
11.09: Experience of ITE – Teaching Methodologies



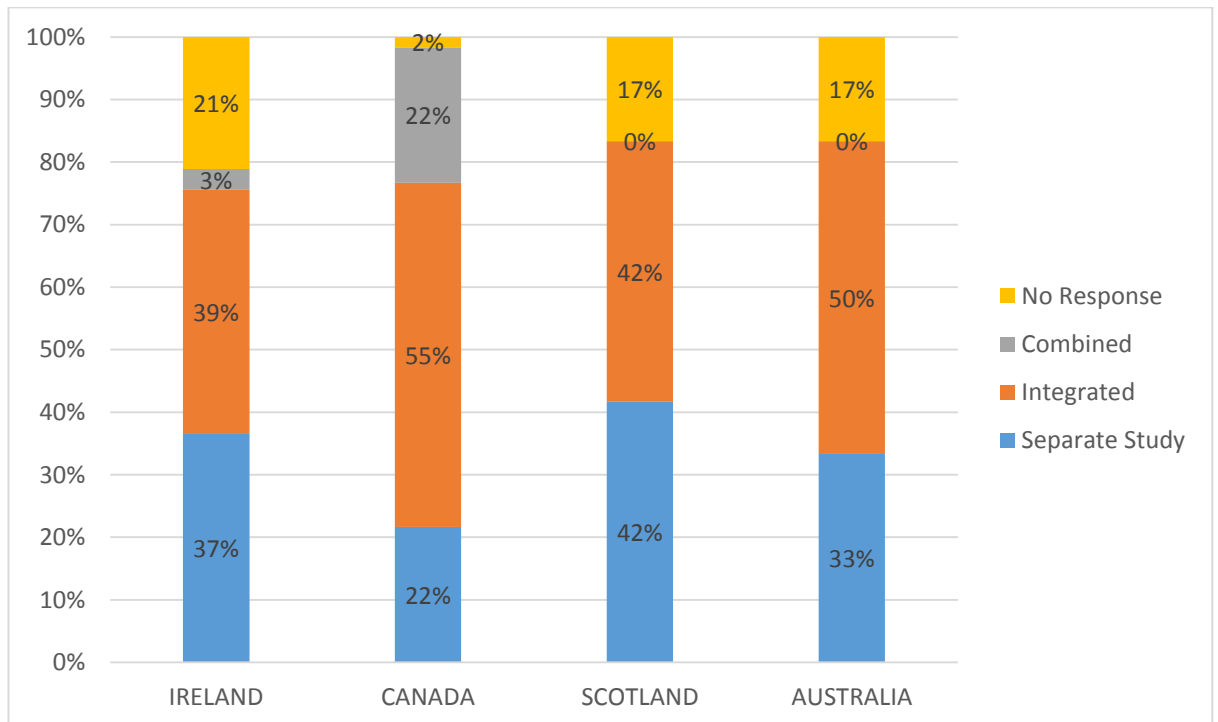
11.10: Experience of ITE – Assessment Strategies



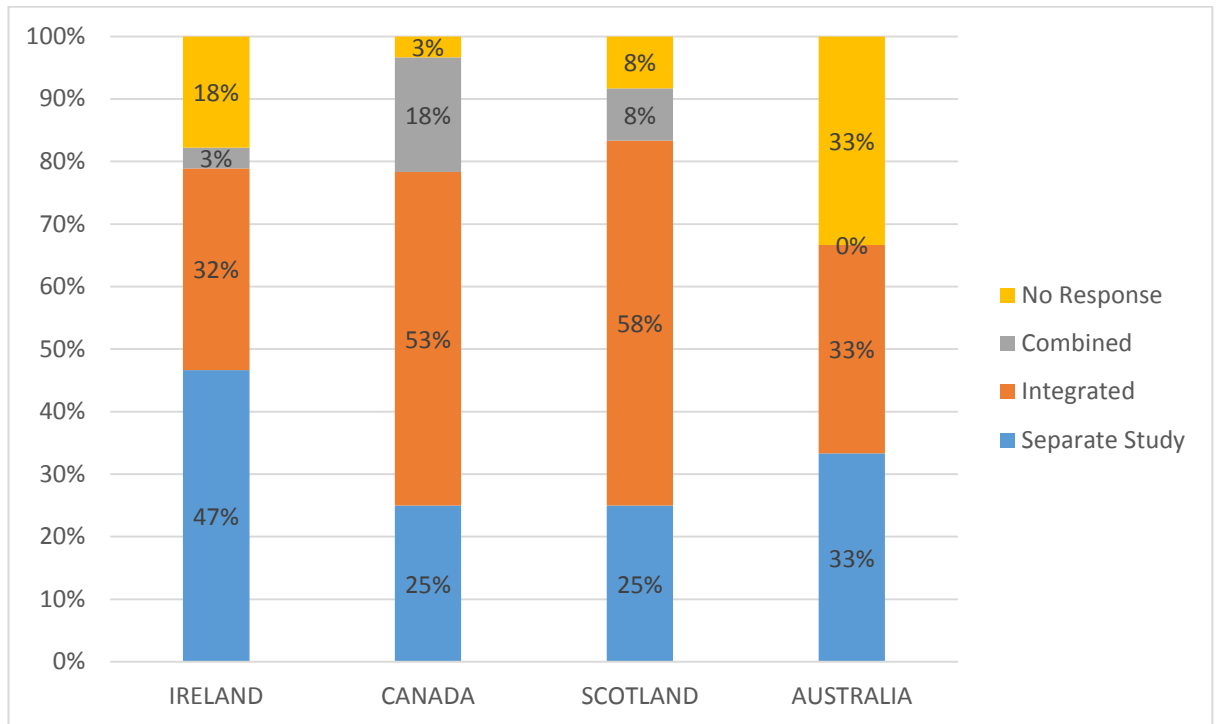
11.11: Experience of ITE – Curriculum/Syllabus



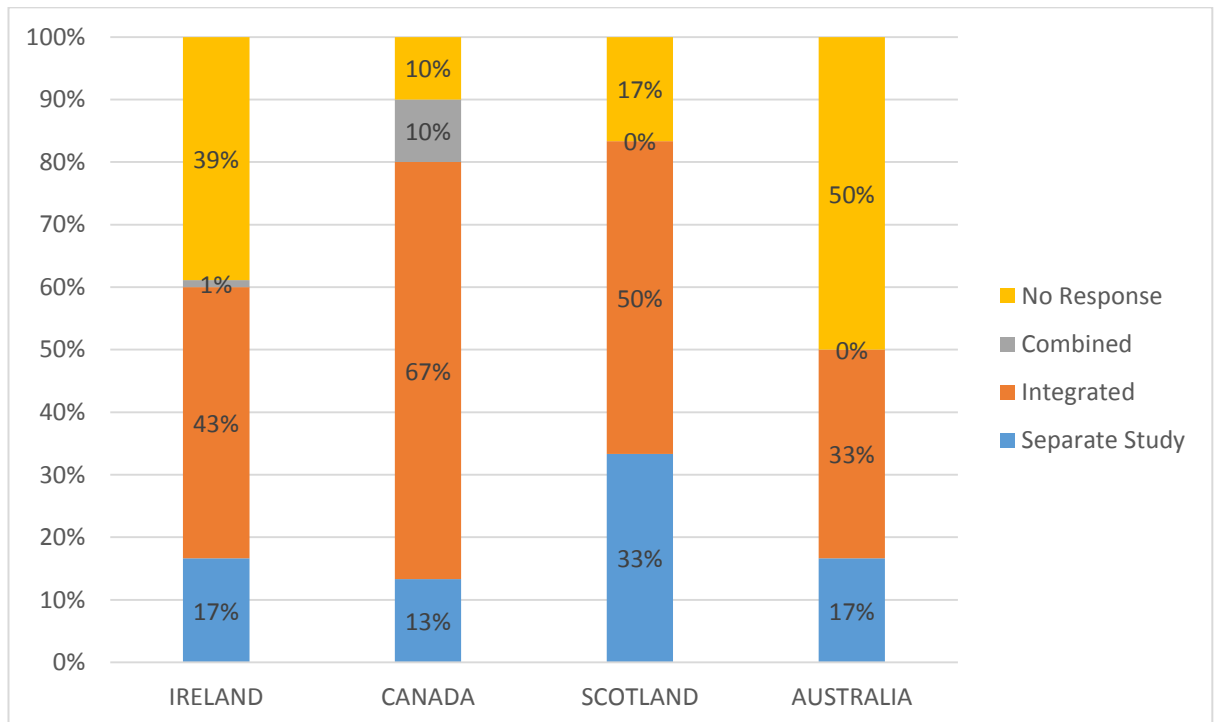
11.12: Experience of ITE – School/Class Planning



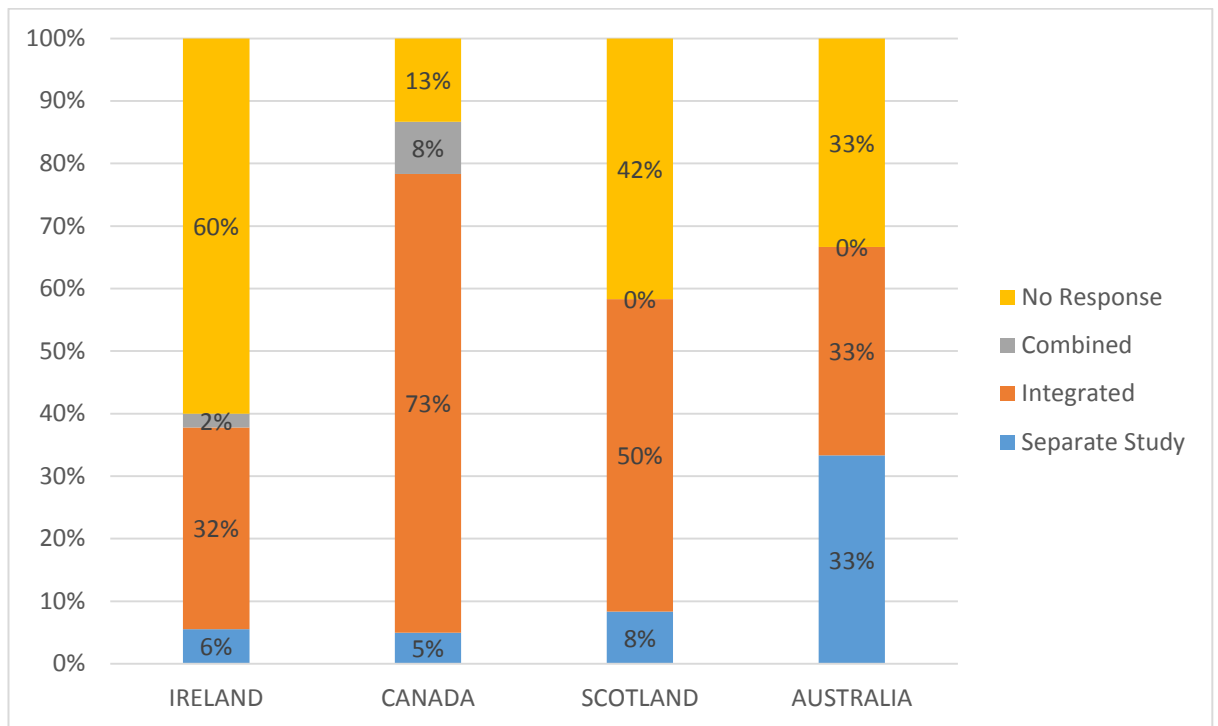
11.13: Experience of ITE – Classroom Management



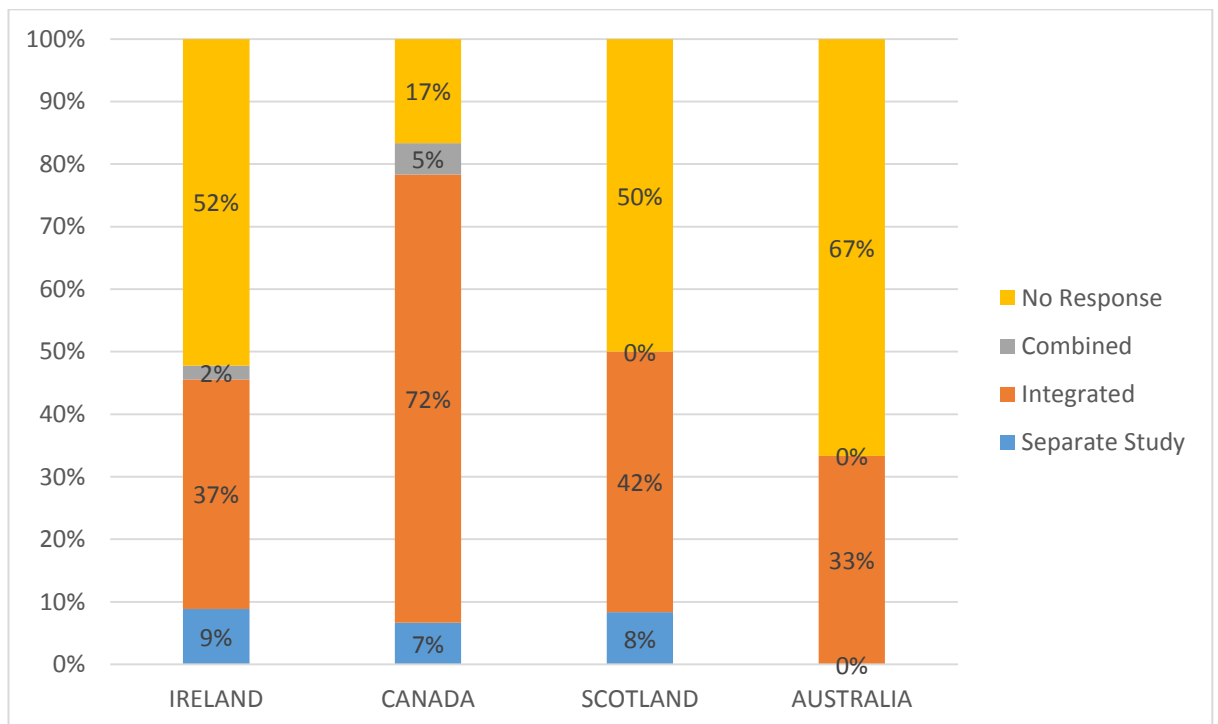
11.14: Experience of ITE – Reflective Practice



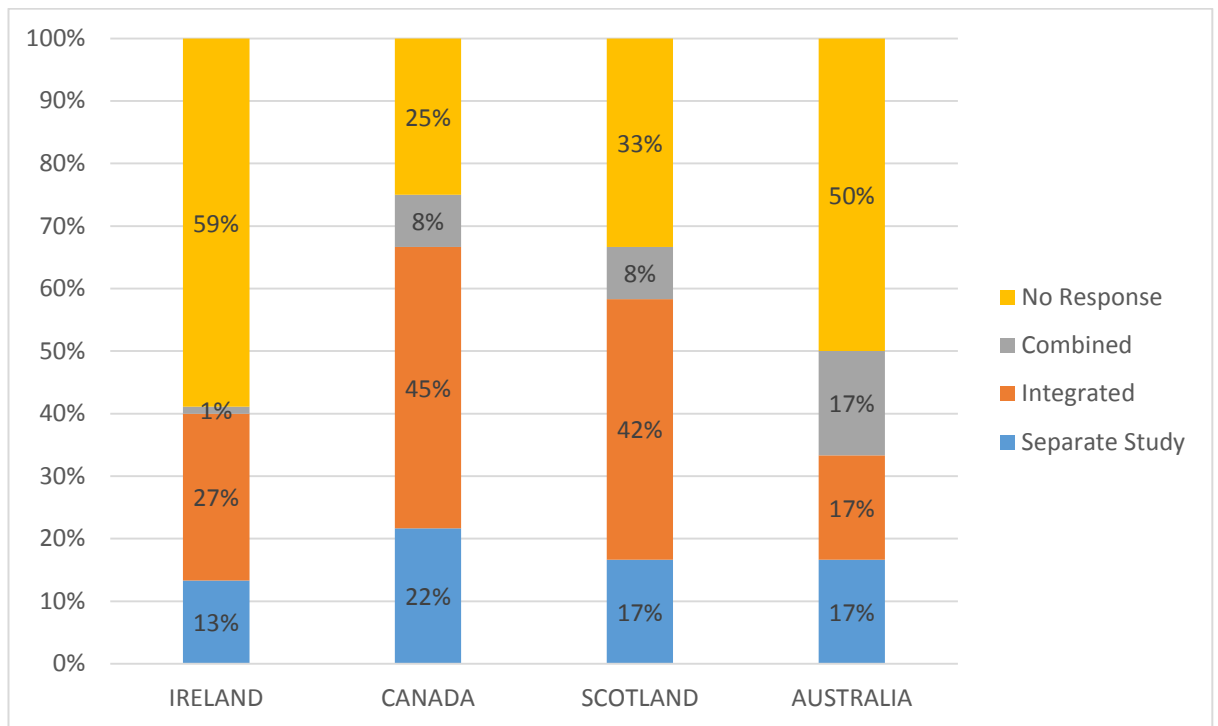
11.15: Experience of ITE - Collaboration



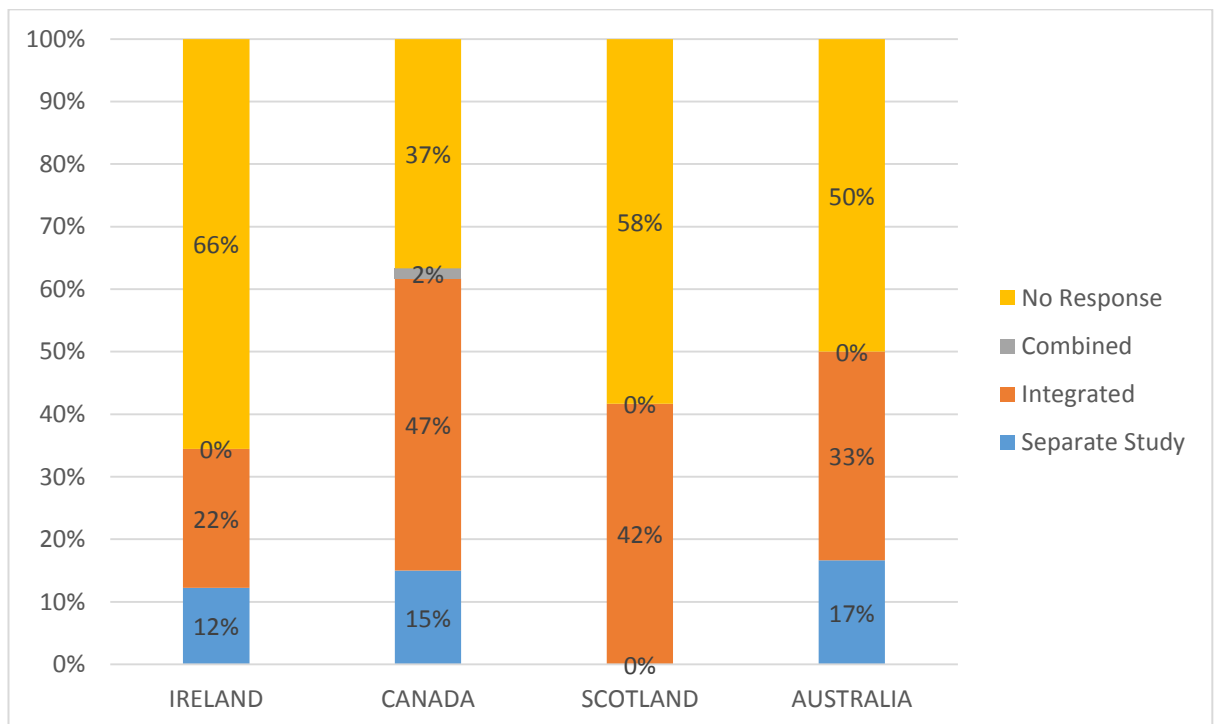
11.16: Experience of ITE – Peer Evaluation



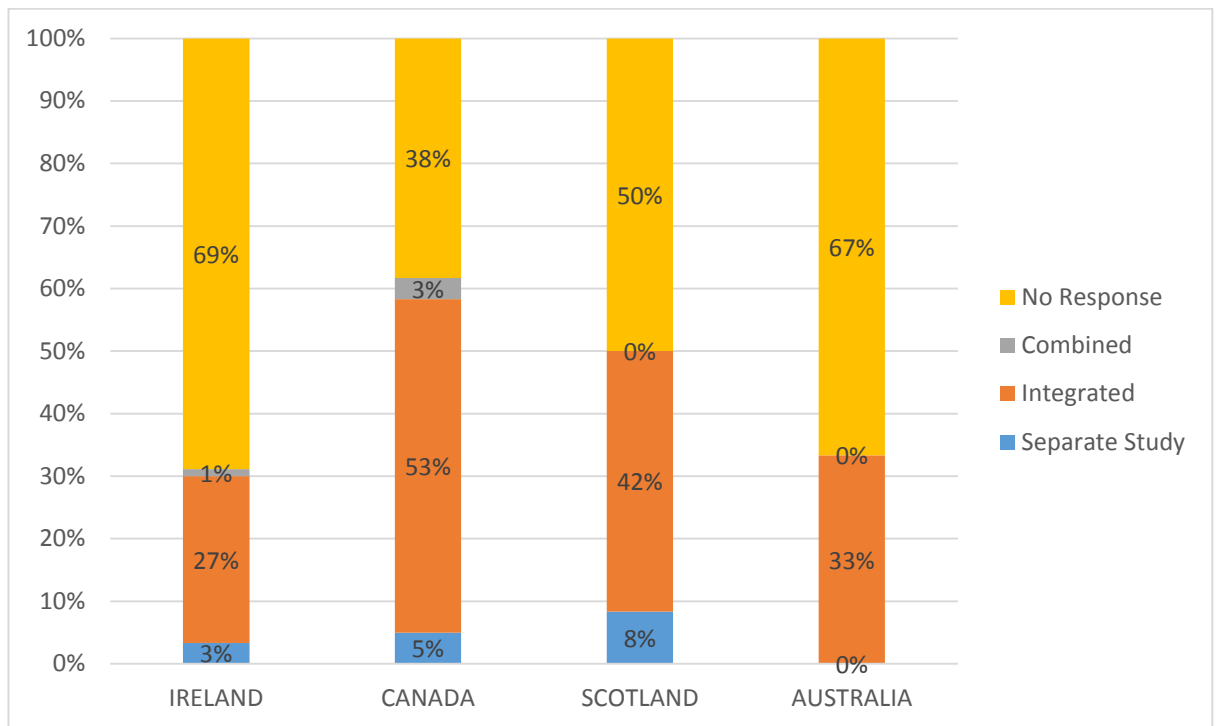
11.17: Experience of ITE – Research Methodologies



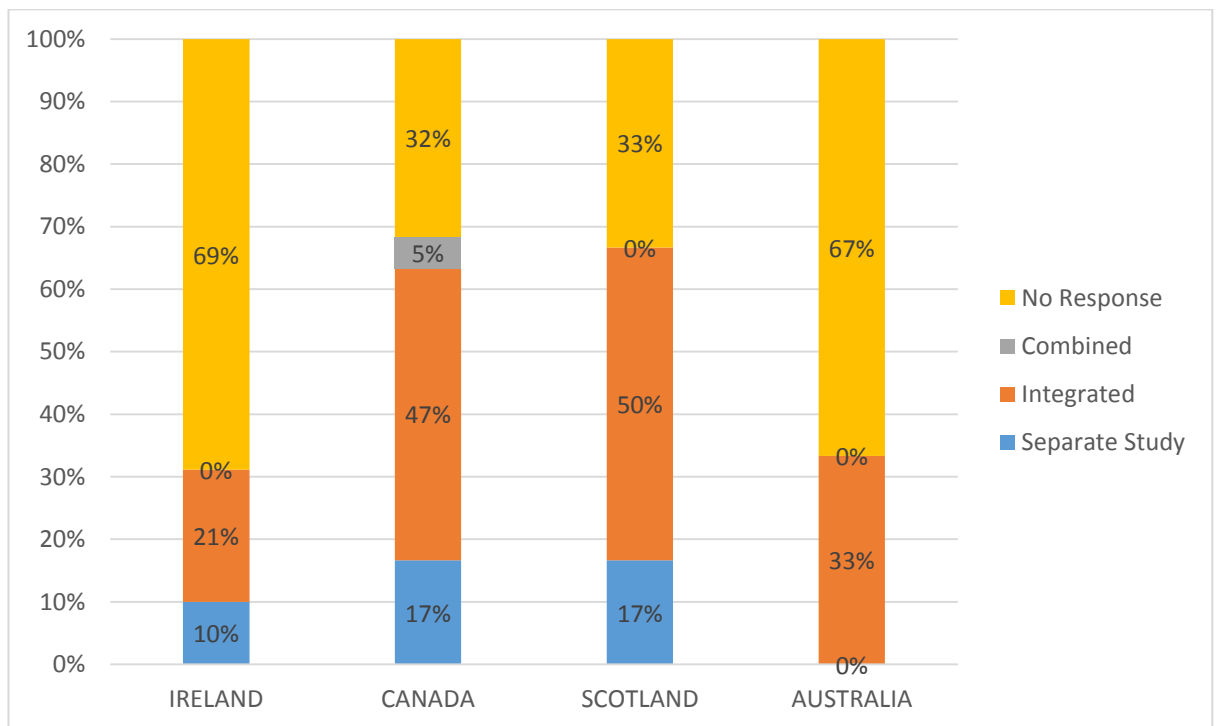
11.18: Experience of ITE – Action Research



11.19: Experience of ITE – Parents in Education



11.20: Experience of ITE – School Management



Appendix 12

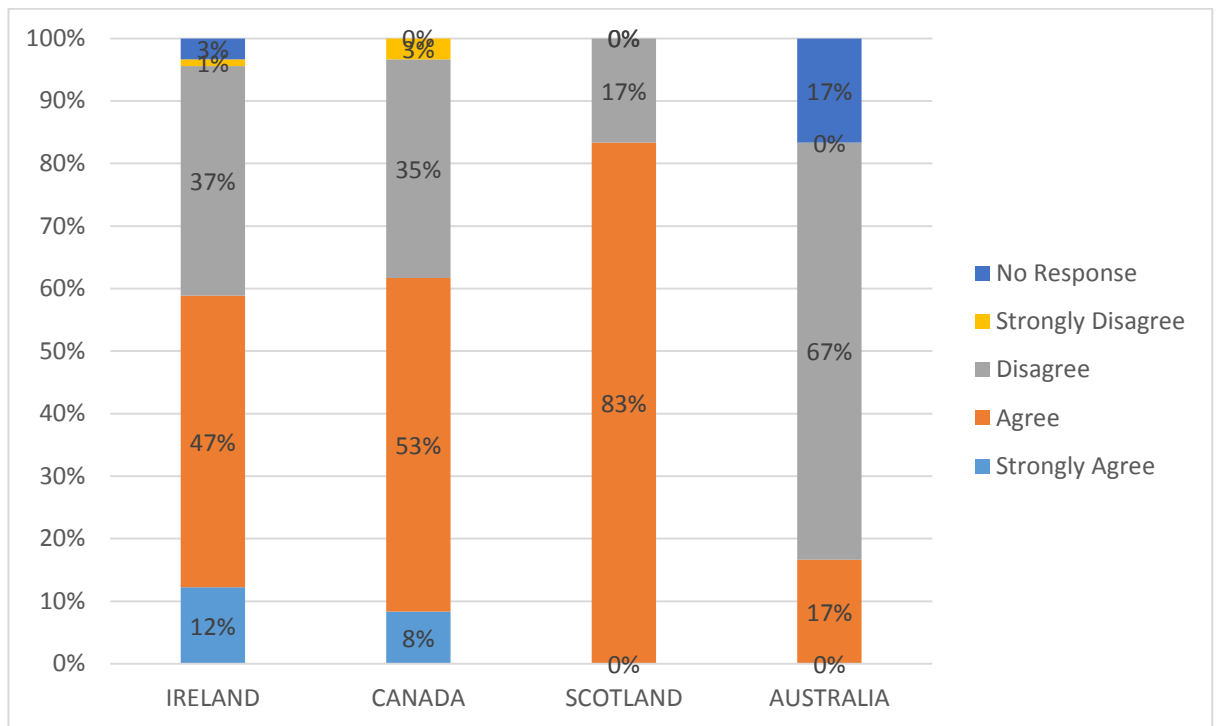
Questionnaire Q.12 - Teaching as a Profession

Bar Charts for Responses 12.01 – 12.30

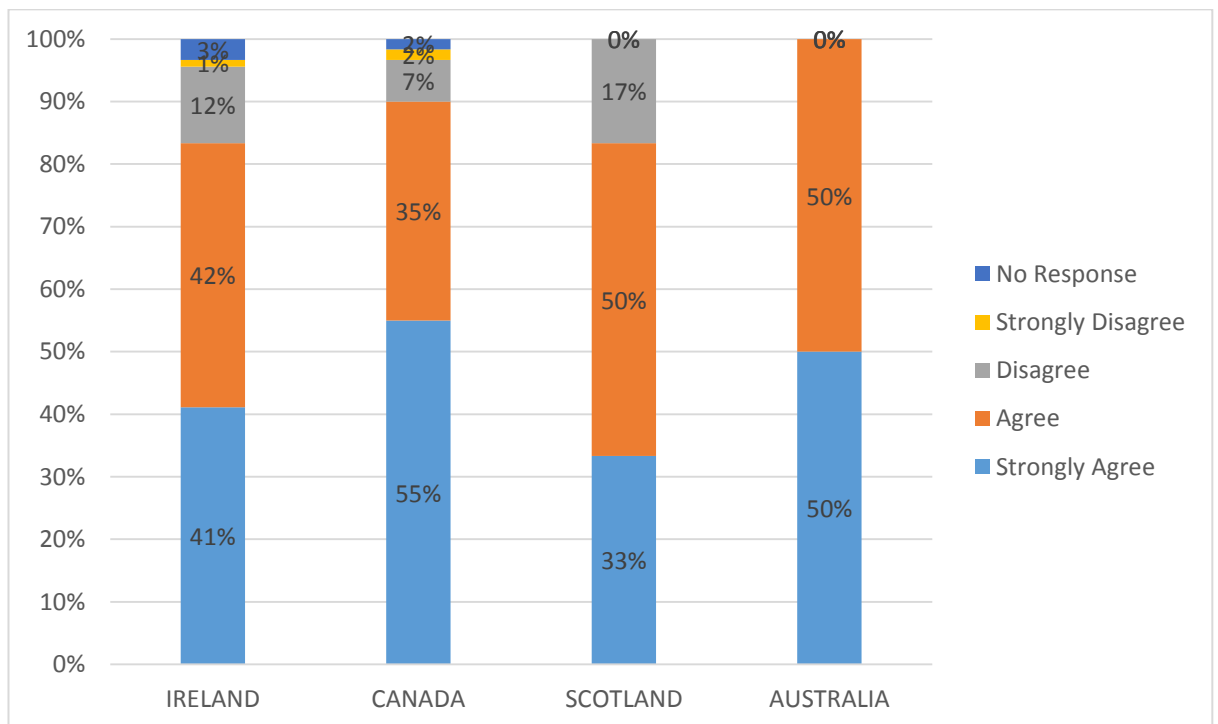
Number of Respondents

Ireland	90
Canada	60
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Australia	6
Total	168

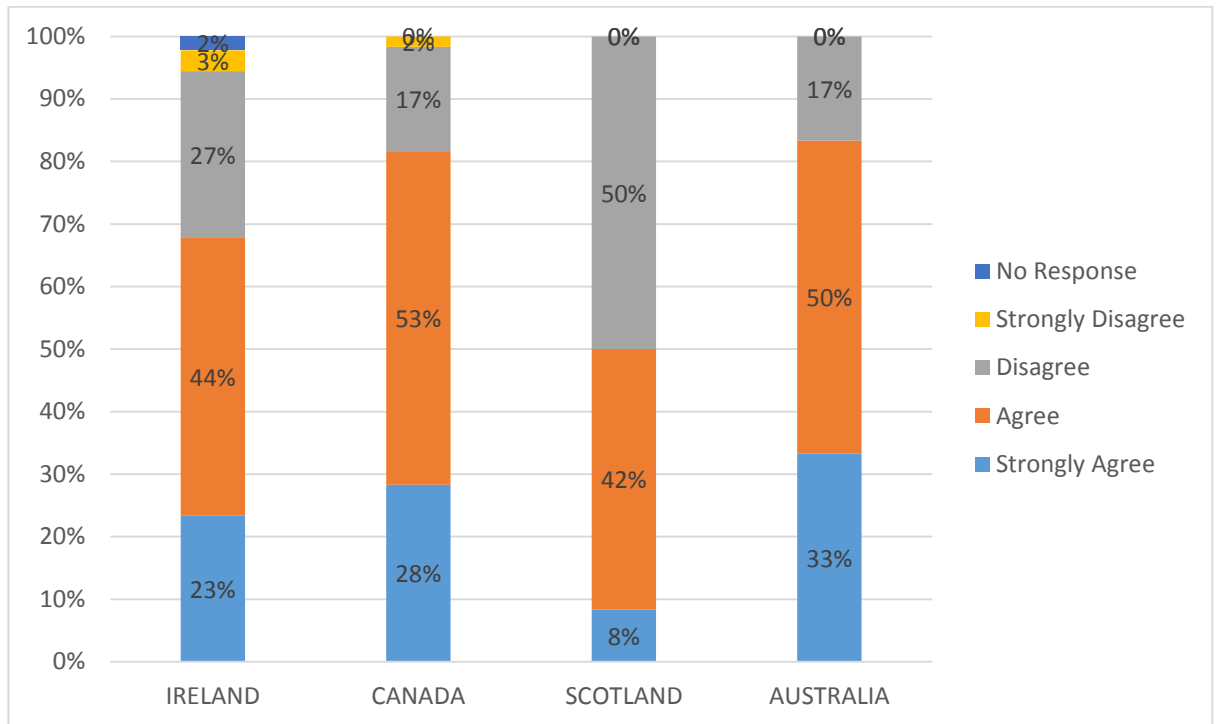
12.01: Teaching as a Profession - Teaching is a high-status profession



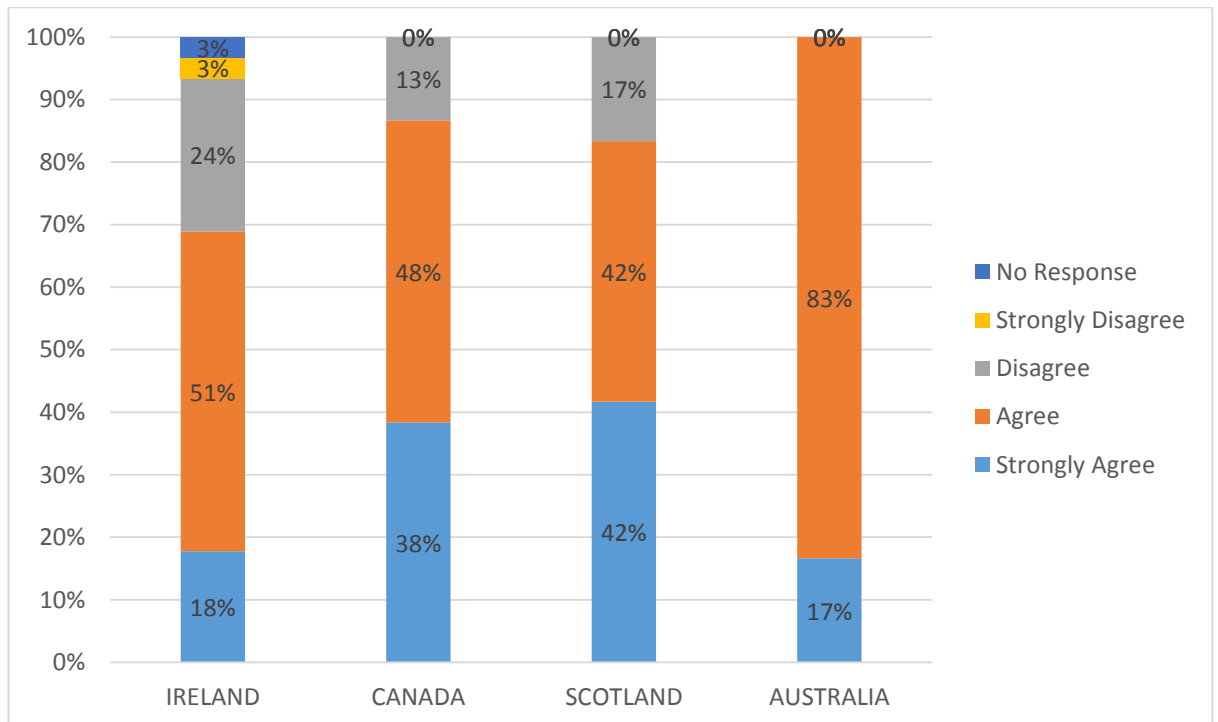
12.02: Teaching as a Profession - Teaching is a vocation



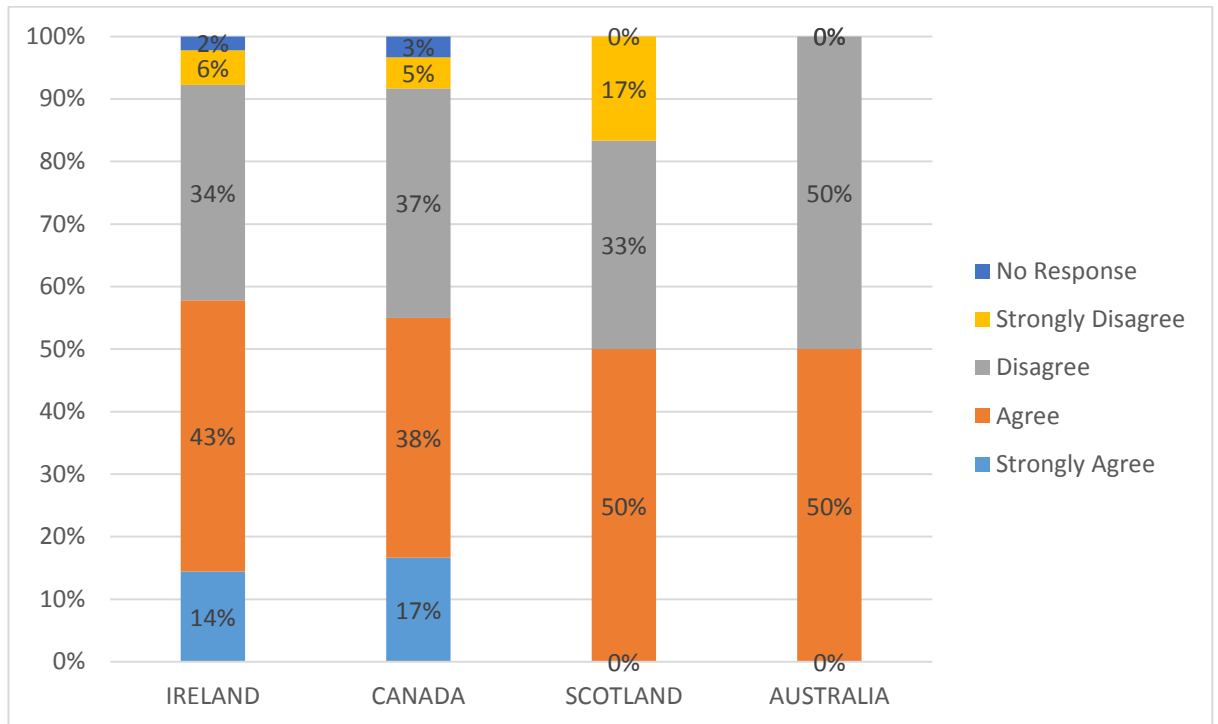
12.03: Teaching as a Profession - The public perception is that anyone can teach



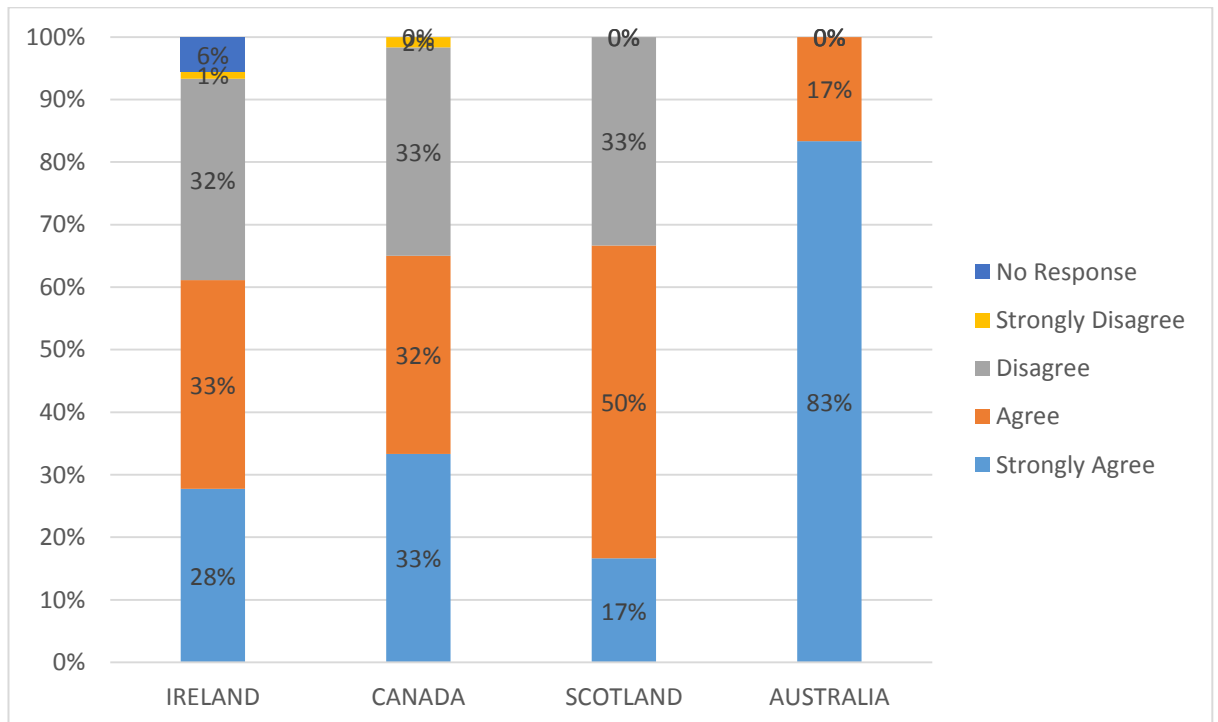
12.04: Teaching as a Profession - A teacher's role is to be of service to others



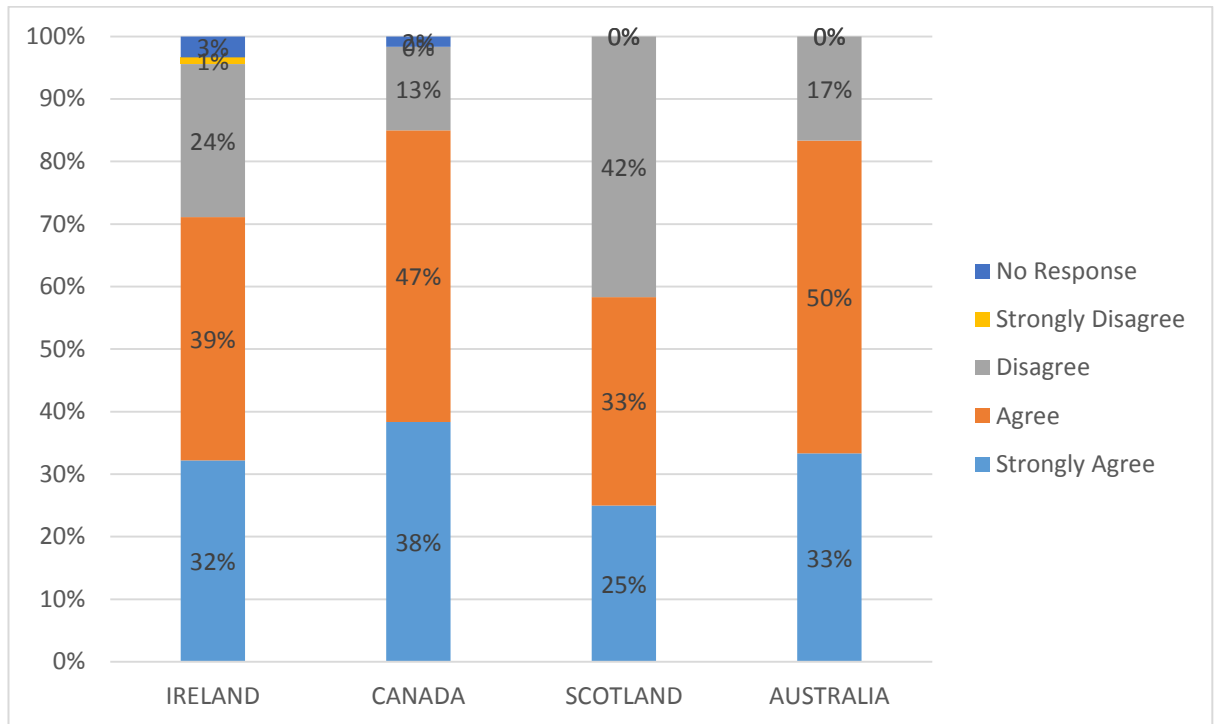
12.05: Teaching as a Profession - Teachers enjoy a high level of public trust



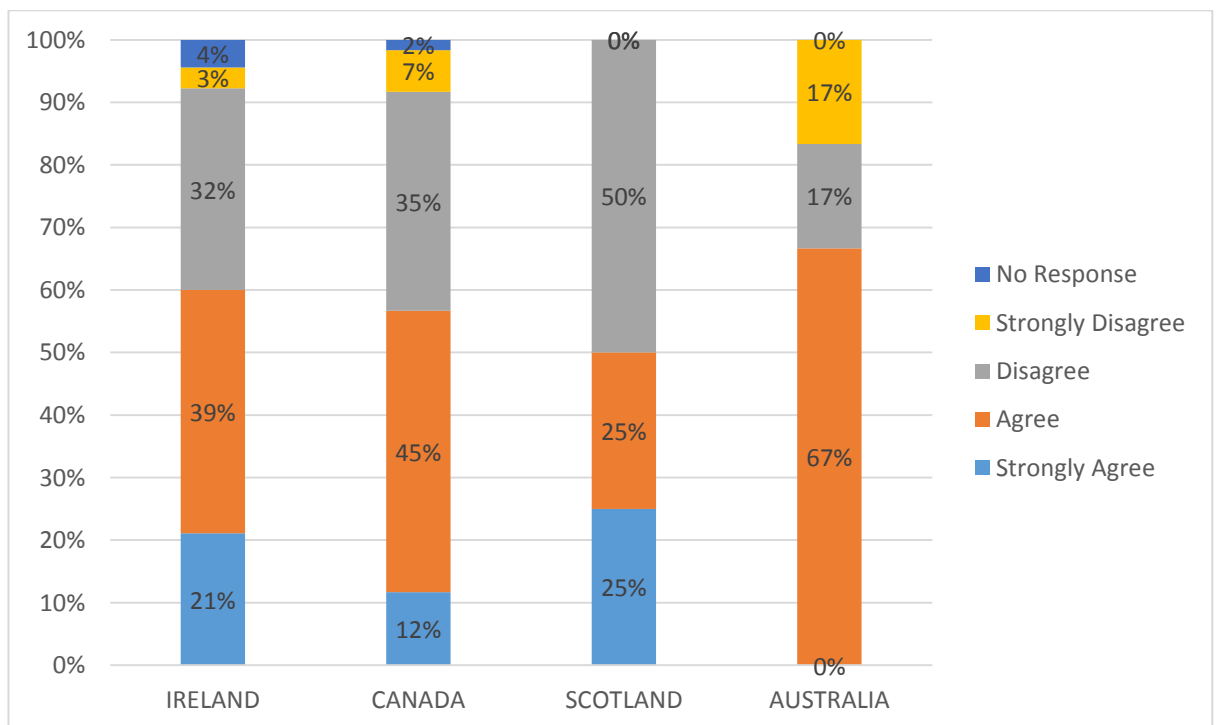
12.06: Teaching as a Profession - Teachers are under-rewarded by government



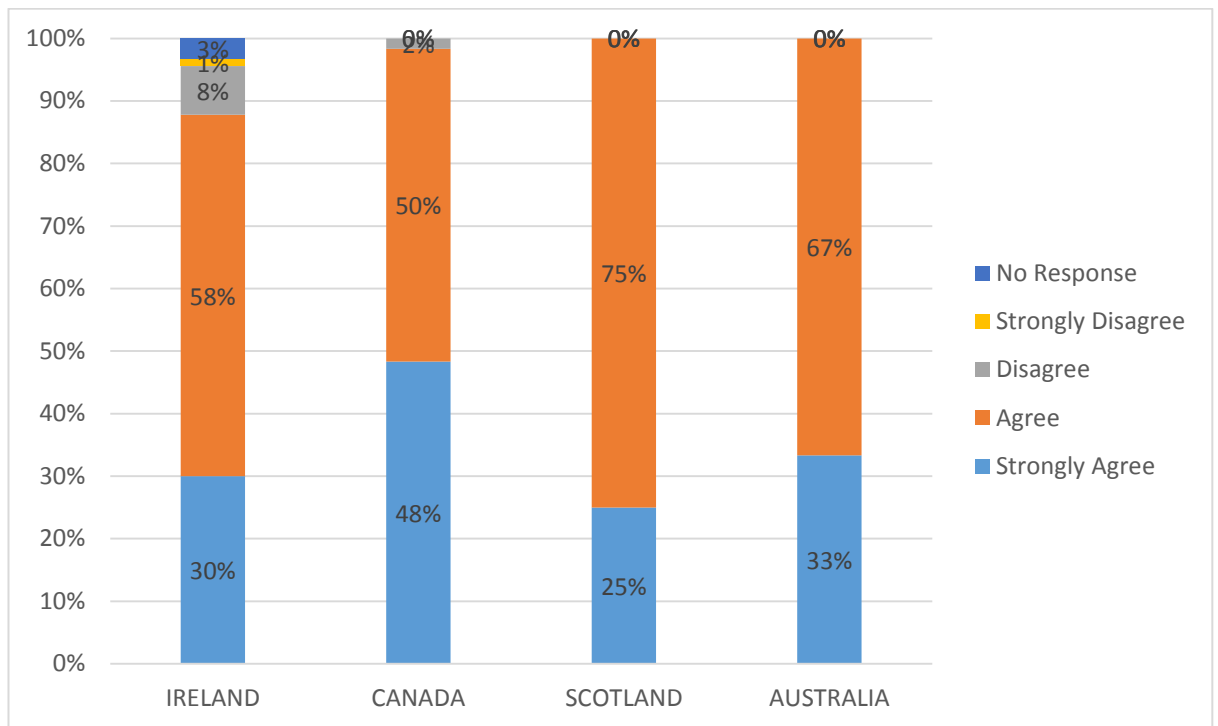
12.07: Teaching as a Profession - Teachers are undervalued by society



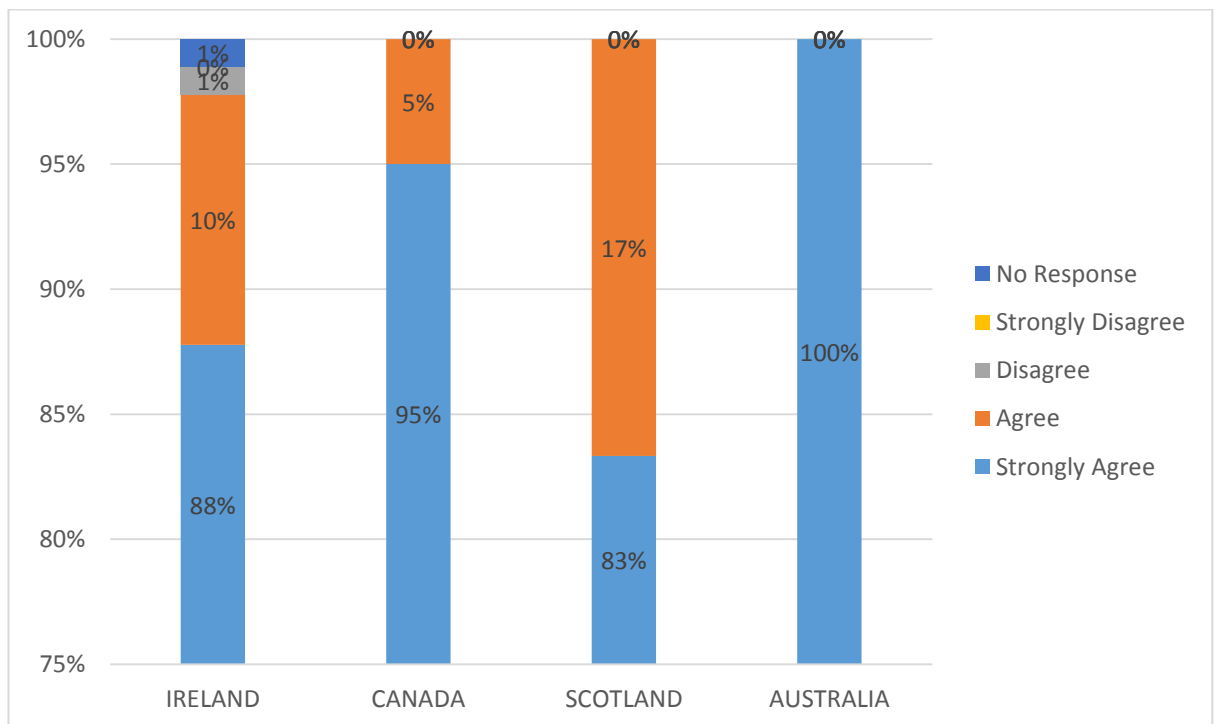
12.08: Teaching as a Profession - Teachers undervalue themselves as professionals



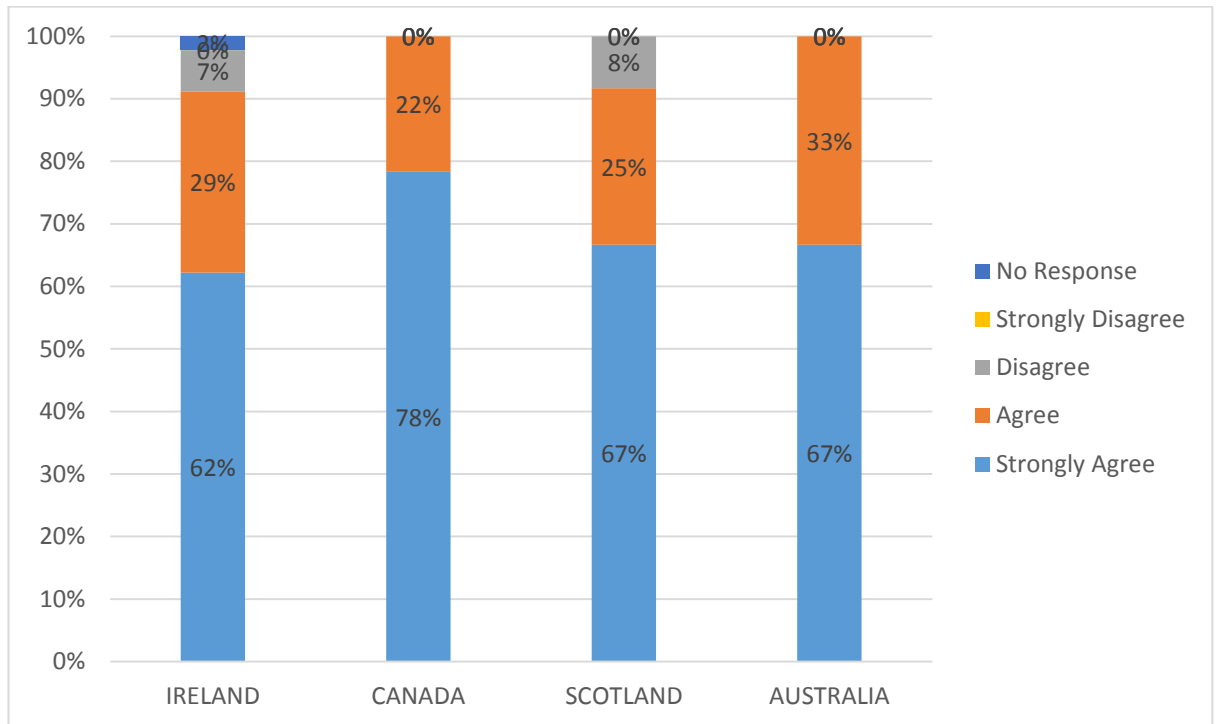
12.09: Teaching as a Profession - Teachers abide by a professional code of ethics



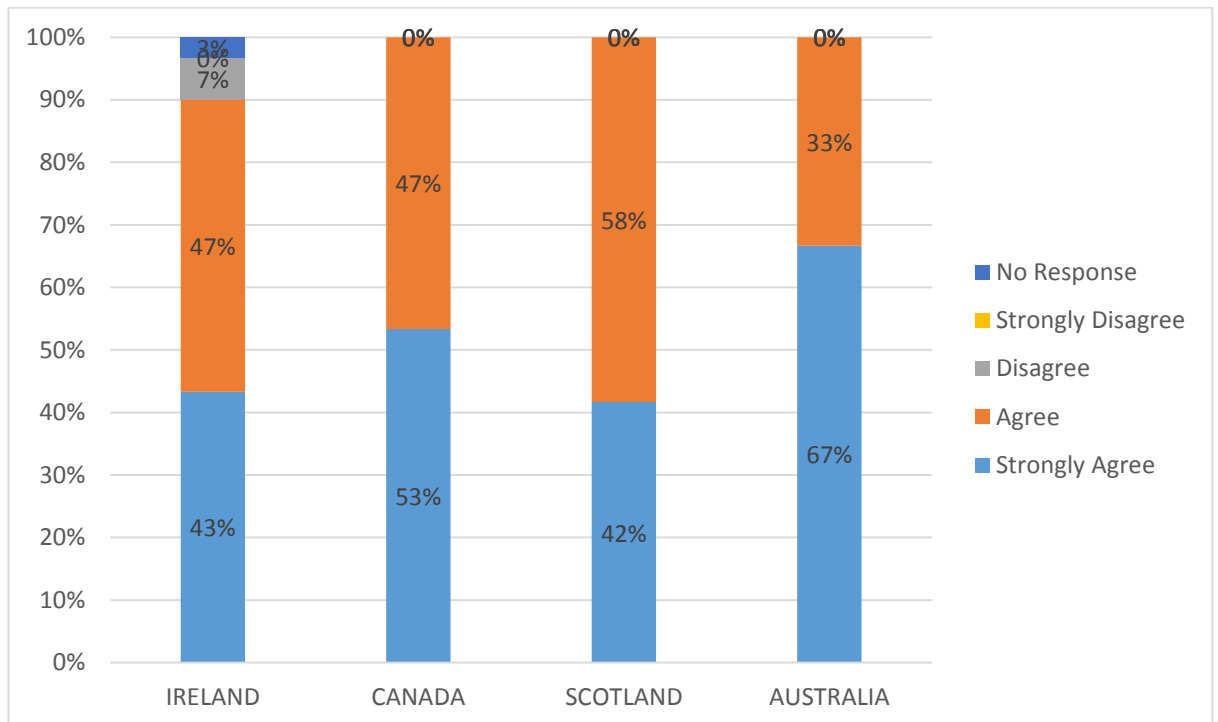
12.10: Teaching as a Profession - Teachers deal with complex situations



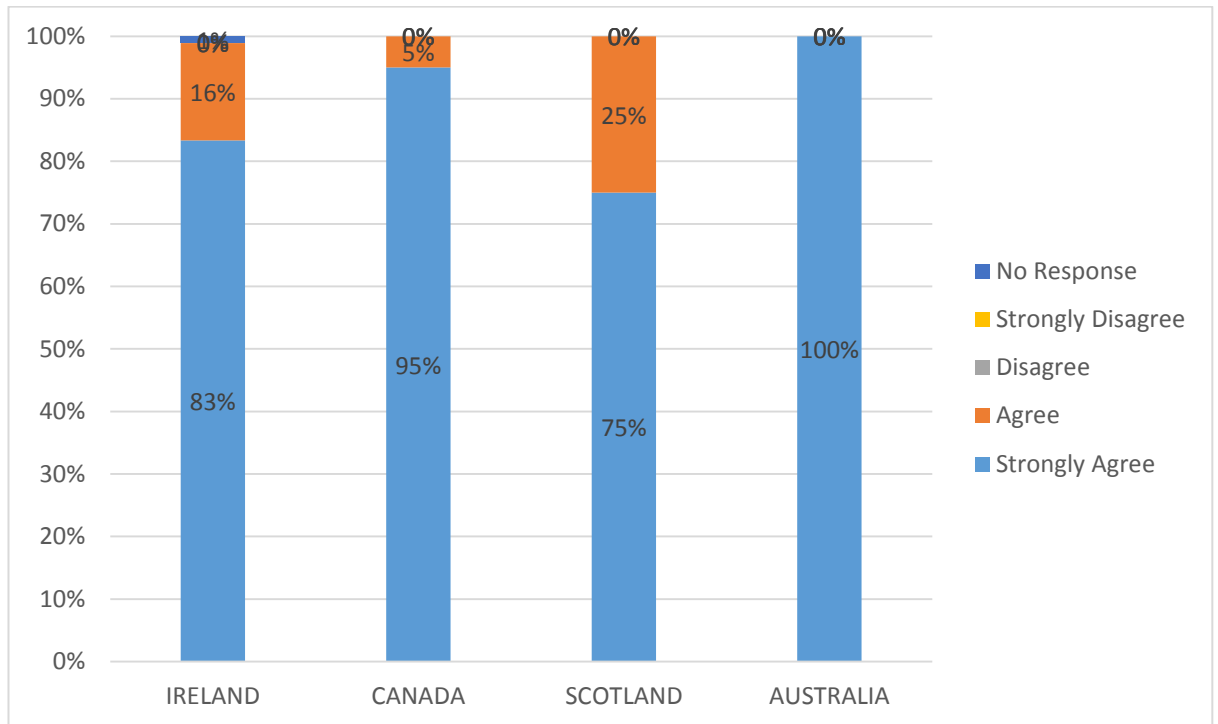
12.11: Teaching as a Profession - Teaching has a distinct body of professional knowledge



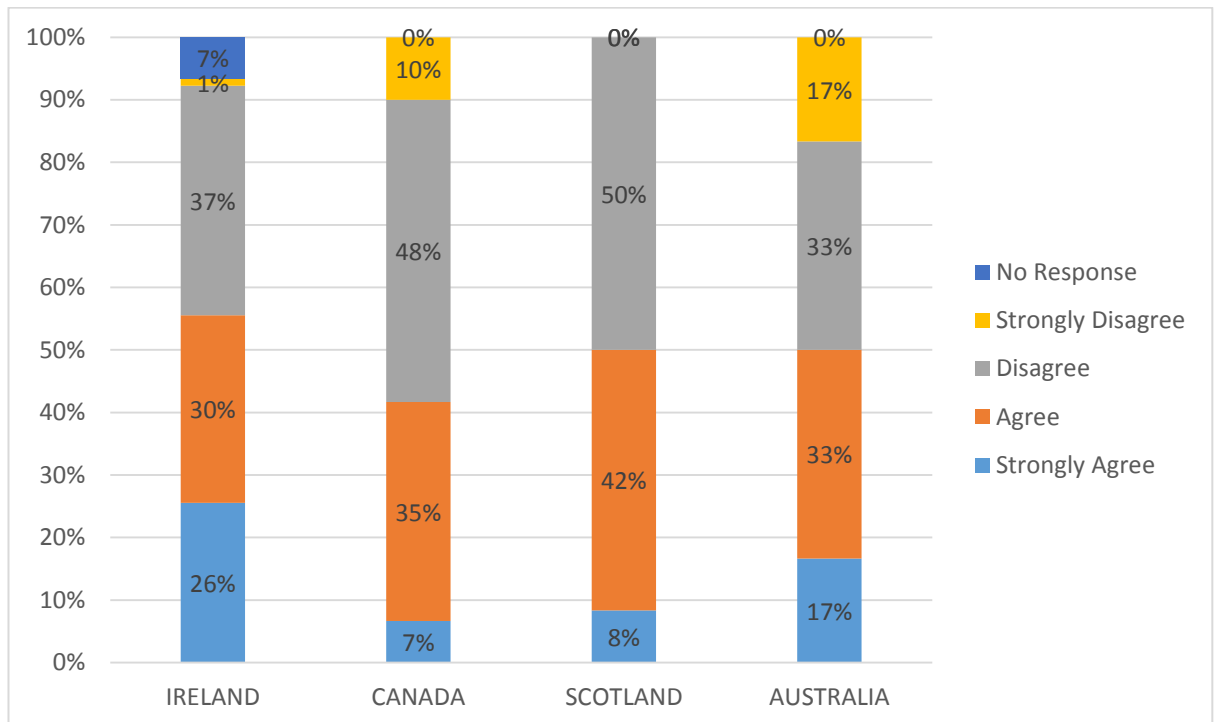
12.12: Teaching as a Profession - Teaching is practised in the interest of the public good



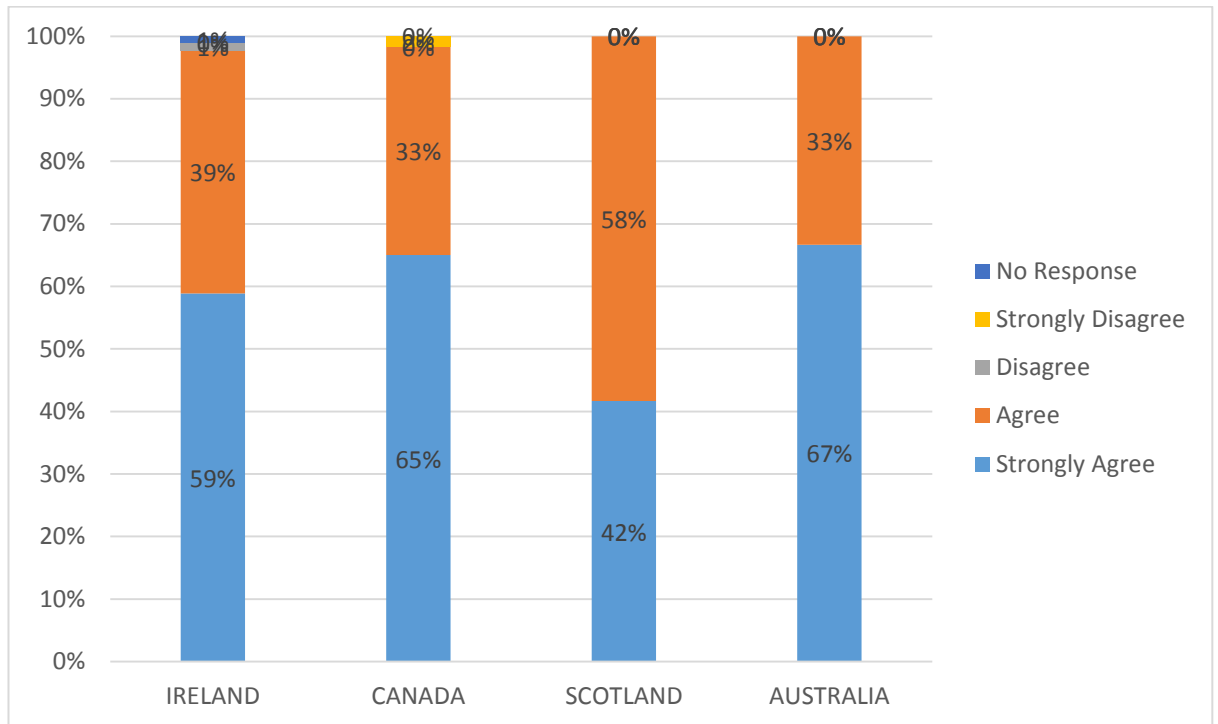
12.13: Teaching as a Profession - The professional role of teachers extends beyond the transmission of knowledge



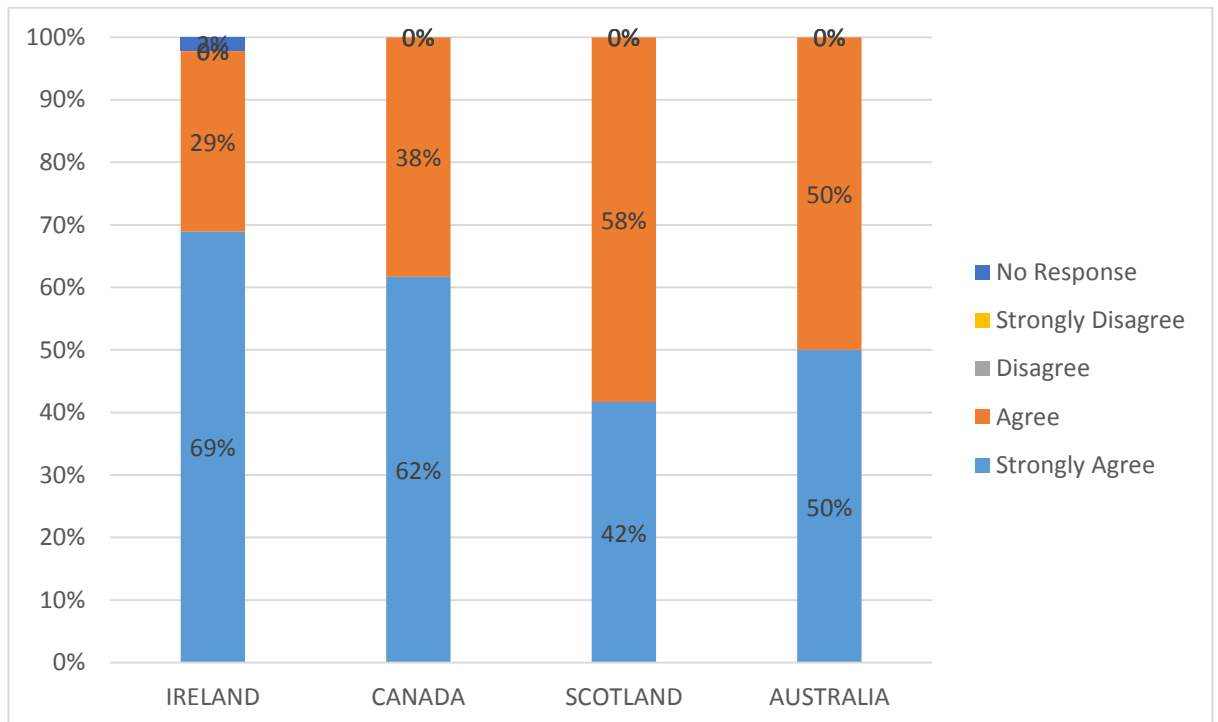
12.14: Teaching as a Profession - Teachers take their professional knowledge for granted



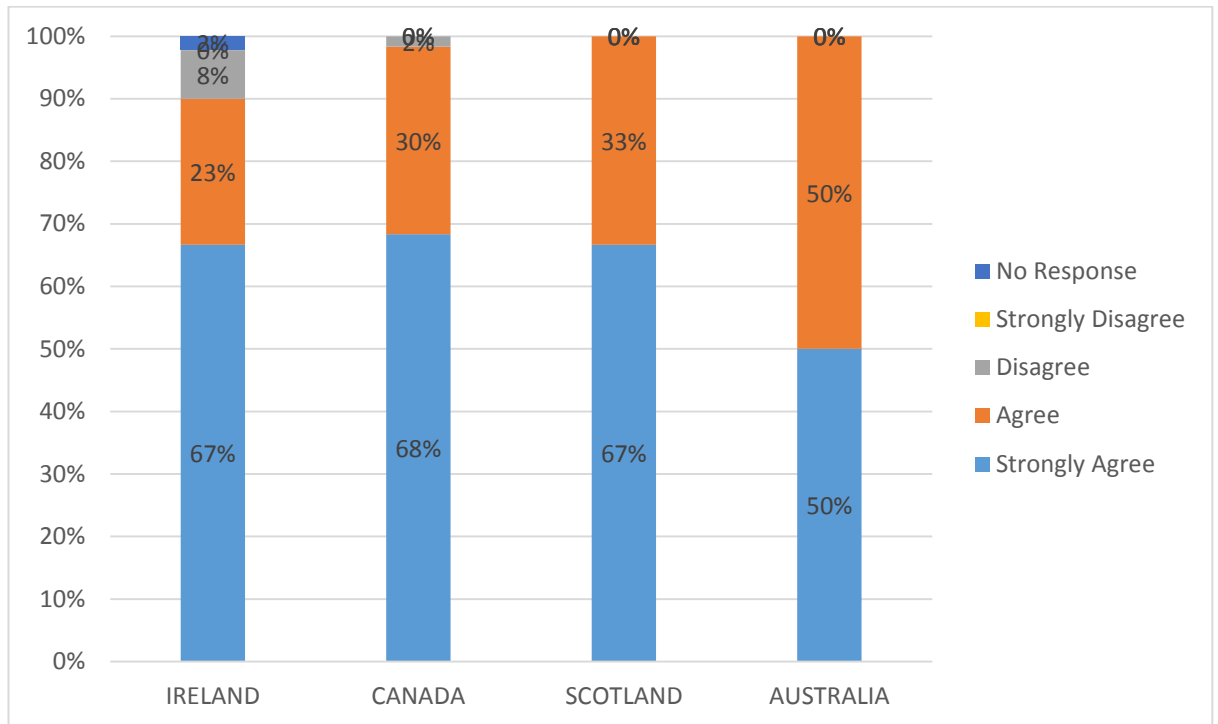
12.15: Teaching as a Profession - Teachers as professionals form opinions, make assessments and arrive at decisions



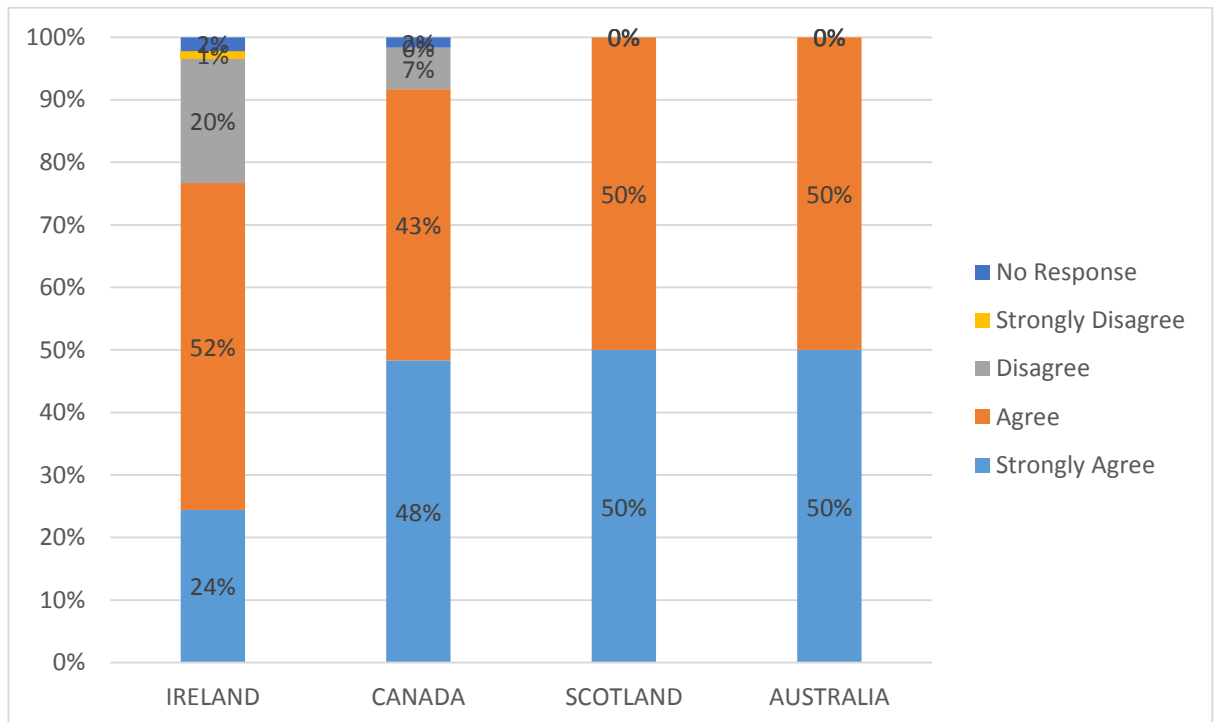
12.16: Teaching as a Profession - Teachers use professional judgement in the interests of their pupils/students



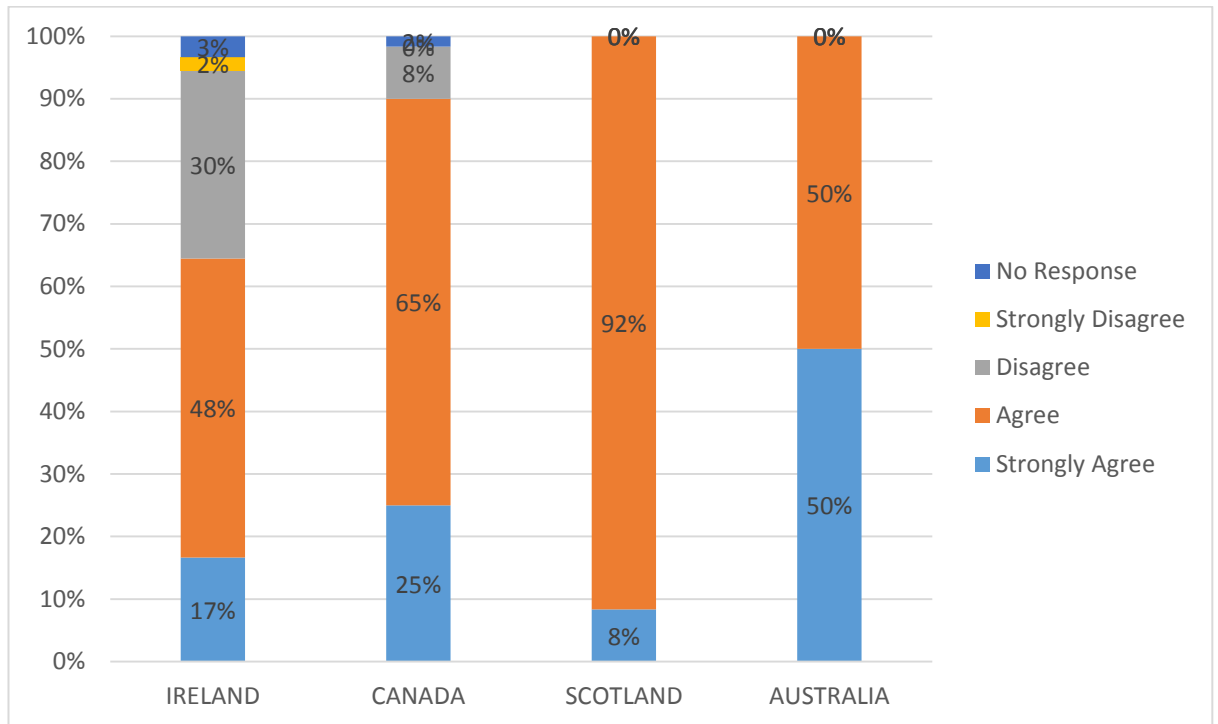
12.17: Teaching as a Profession - The professional knowledge base in teaching is continually growing and developing



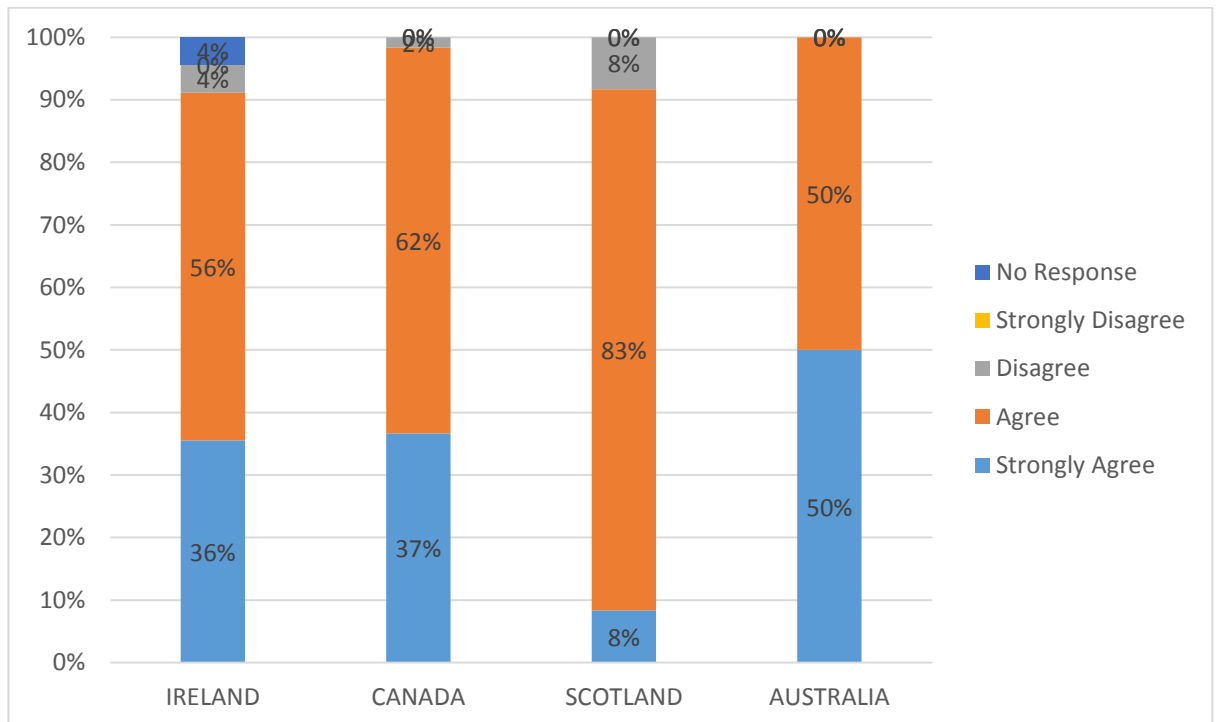
12.18: Teaching as a Profession - Teachers regularly engage in professional development courses/programmes/activities



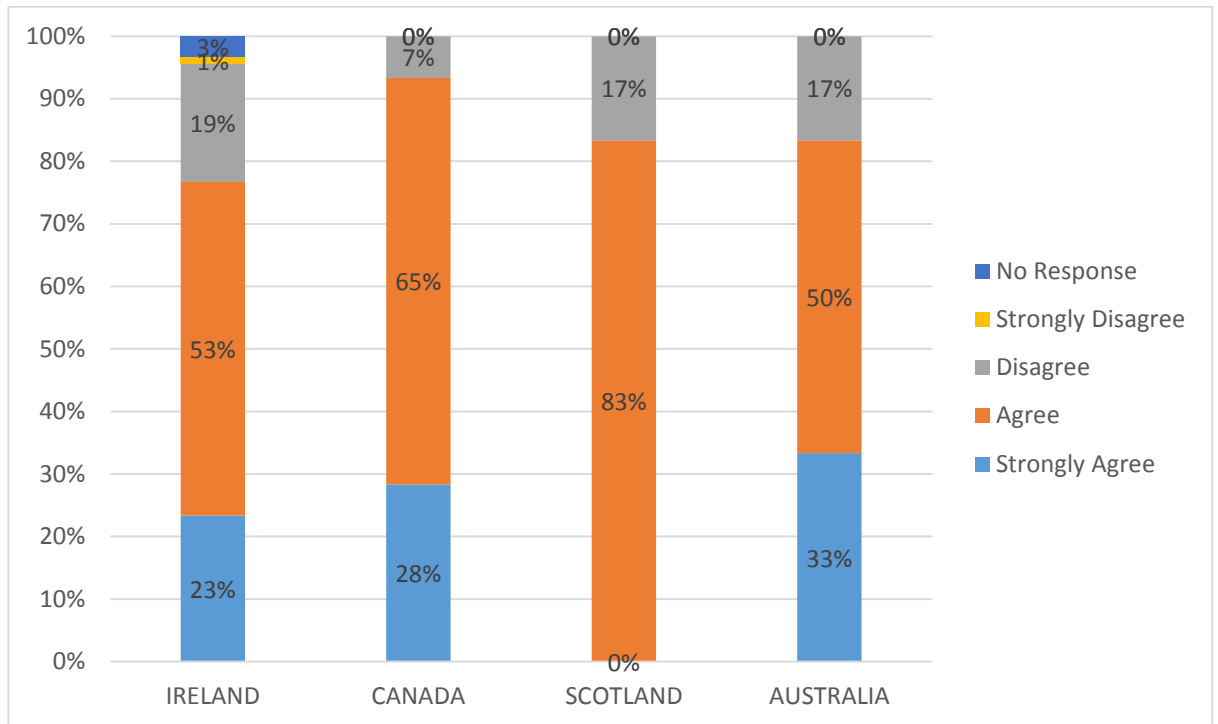
12.19: Teaching as a Profession - Teachers examine critically the aims and outcomes of their practices



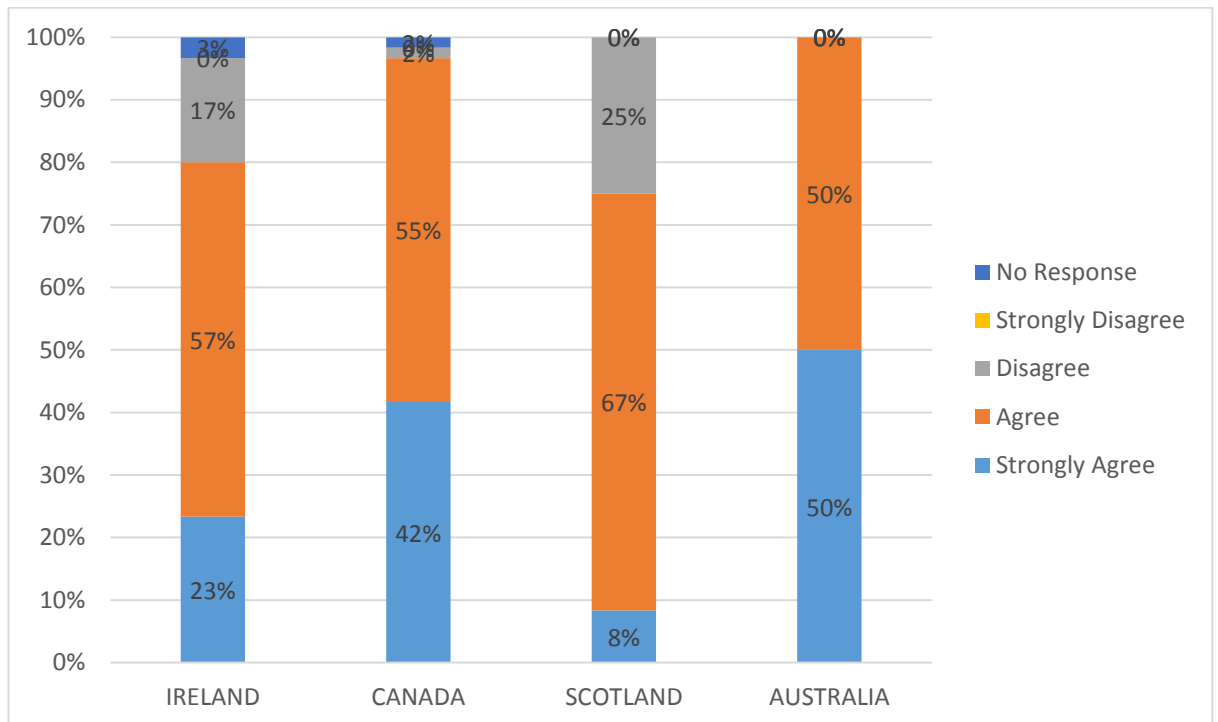
12.20: Teaching as a Profession - Teachers bring professional knowledge, skills and a positive attitude to their work



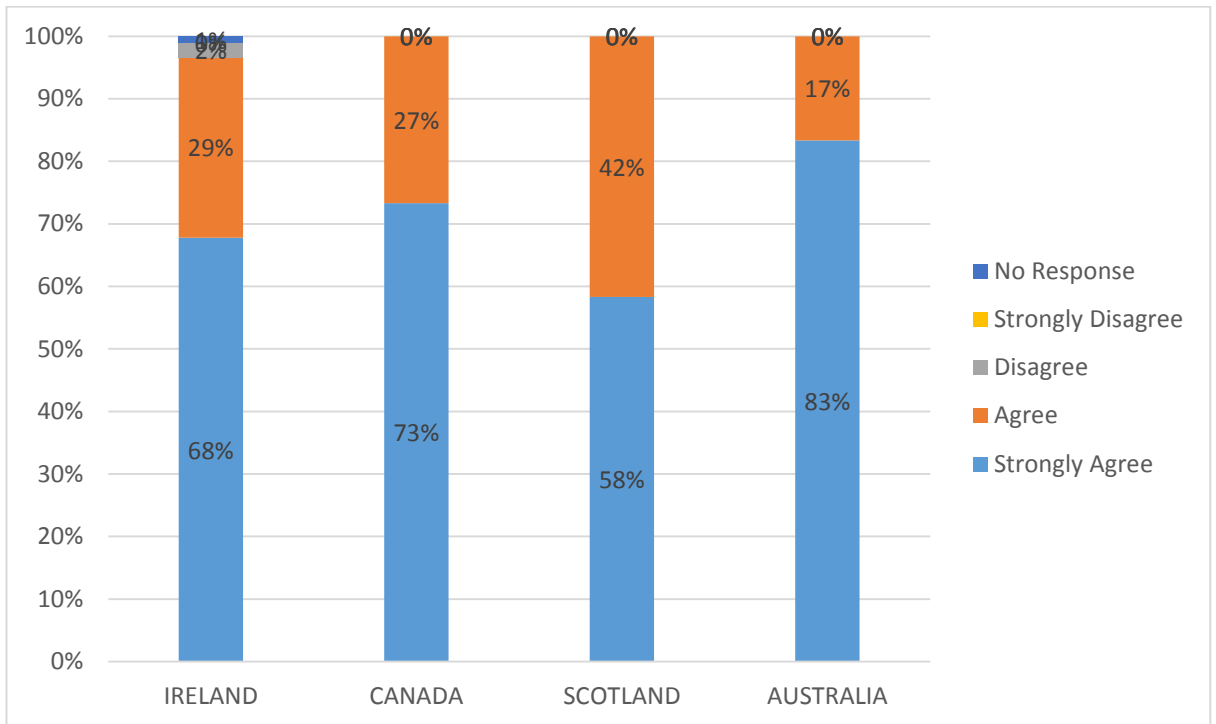
12.21: Teaching as a Profession - Teachers have knowledge of the education system as a whole and of their part therein



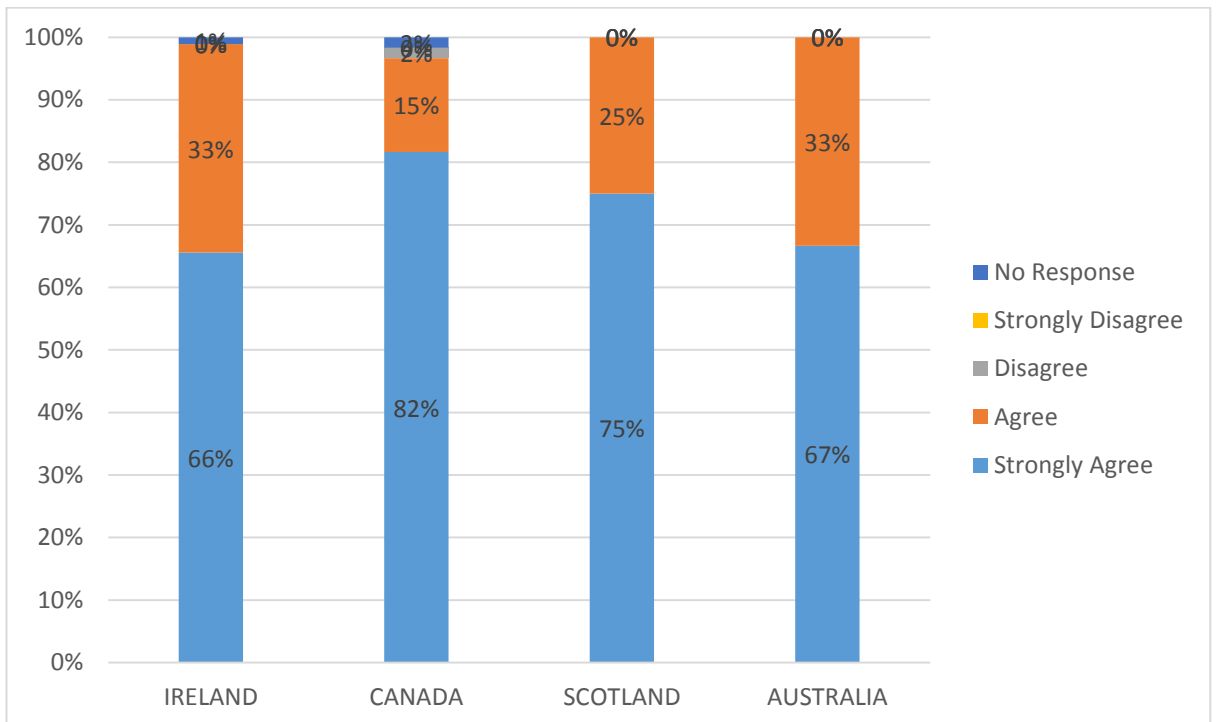
12.22: Teaching as a Profession - Teachers engage in thorough planning and preparation for their teaching



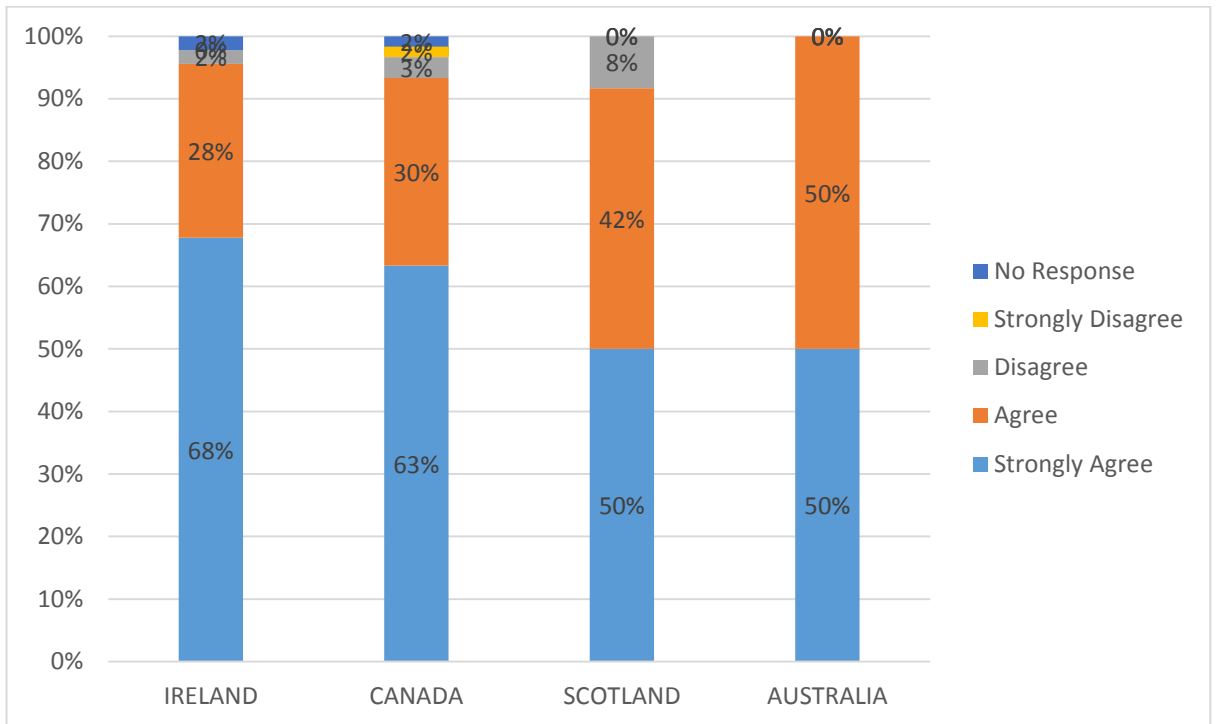
12.23: Teaching as a Profession - Classroom engagement is based on positive teacher-student relationships



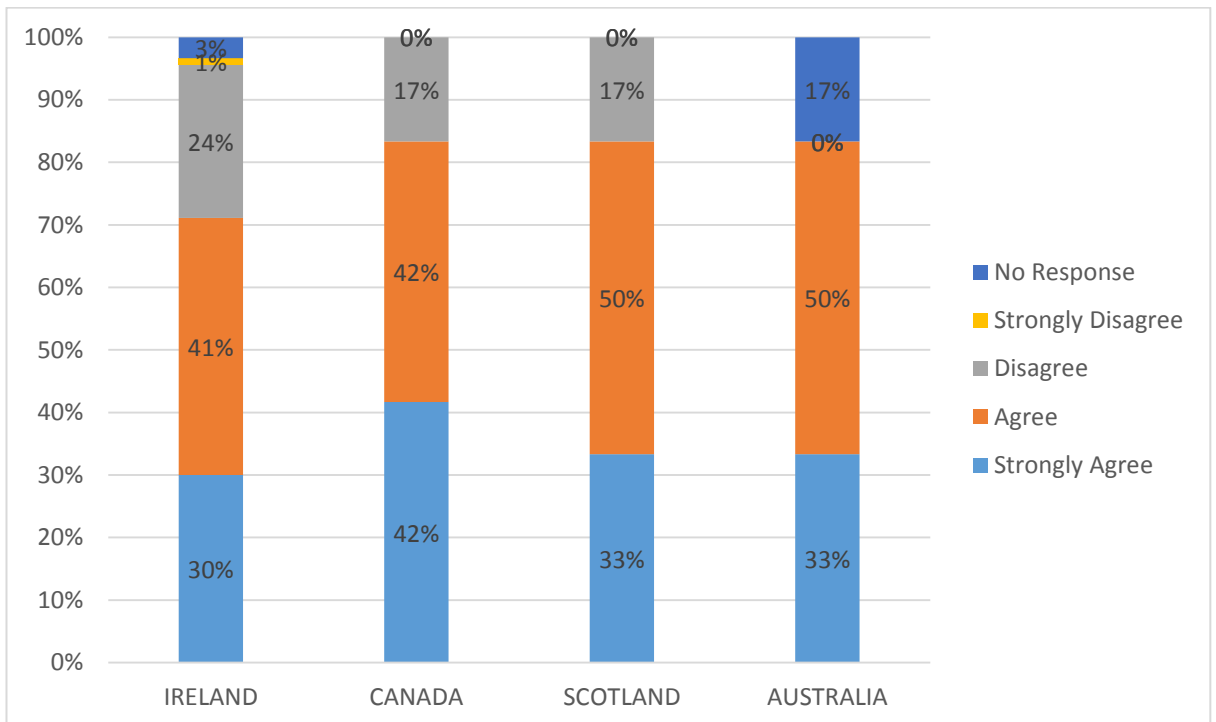
12.24: Teaching as a Profession - A teacher's role includes accepting and promoting the values of justice and equality



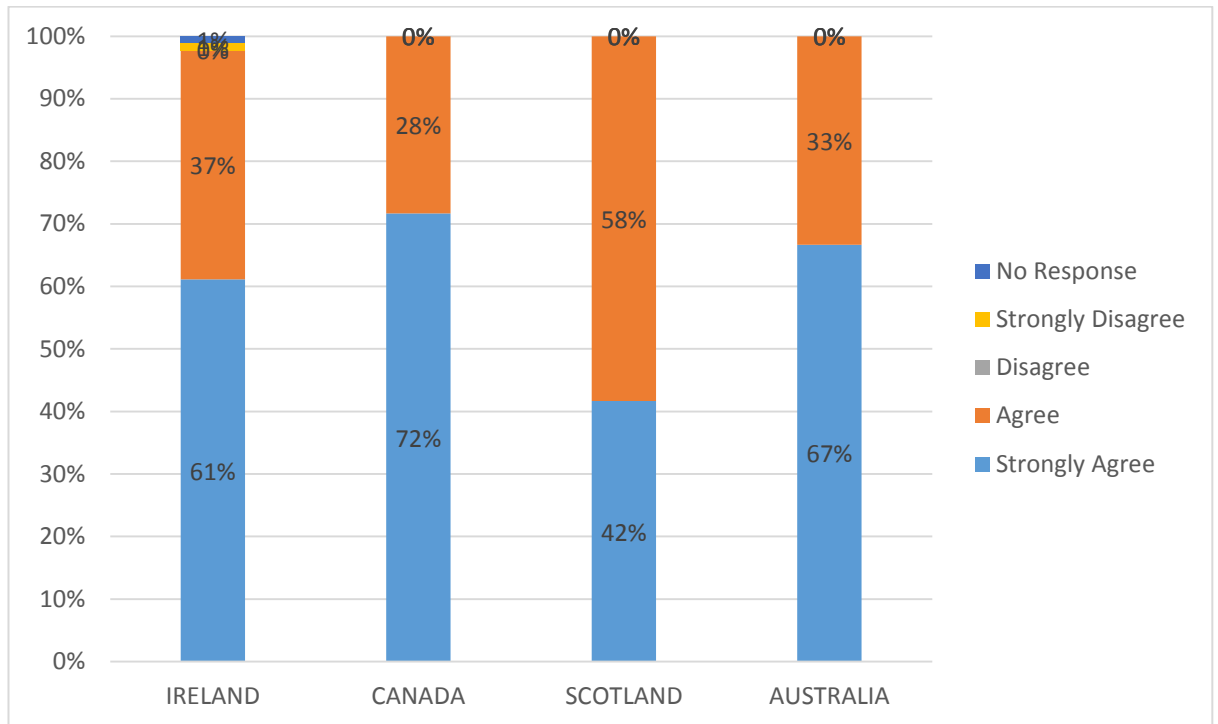
12.25: Teaching as a Profession - The school culture within which teachers work greatly influences their professionalism



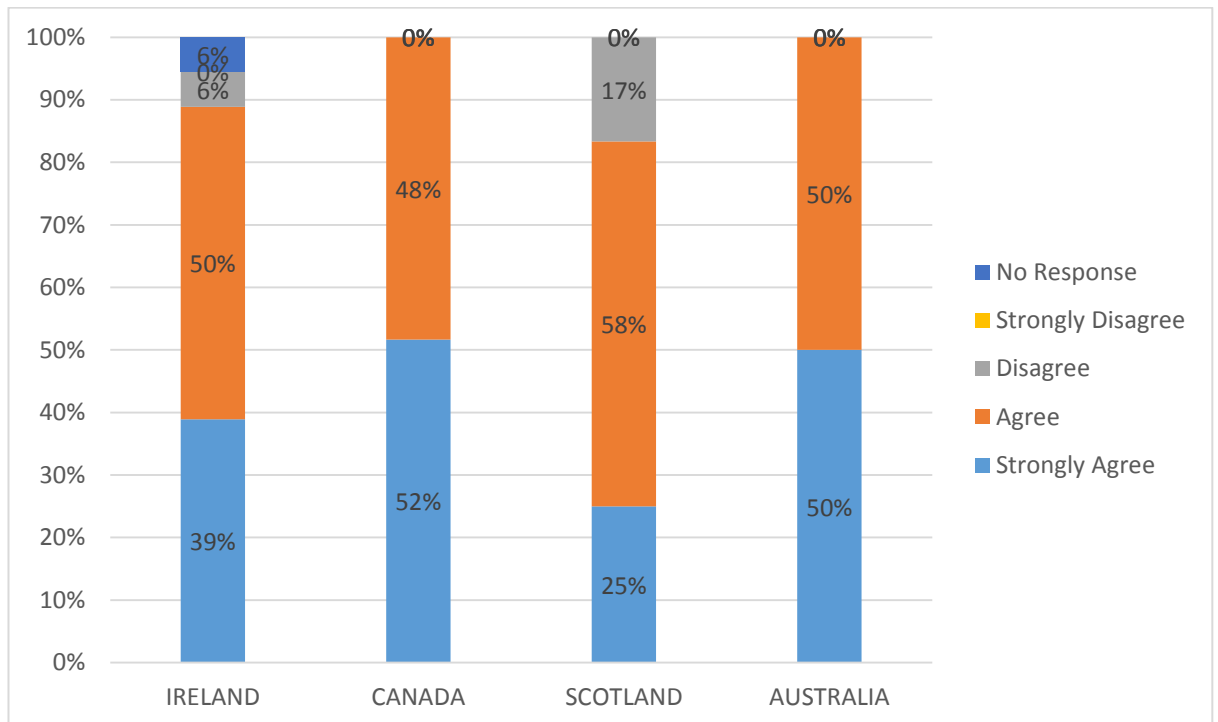
12.26: Teaching as a Profession - Teachers are professionally constrained by prescriptive government/state demands



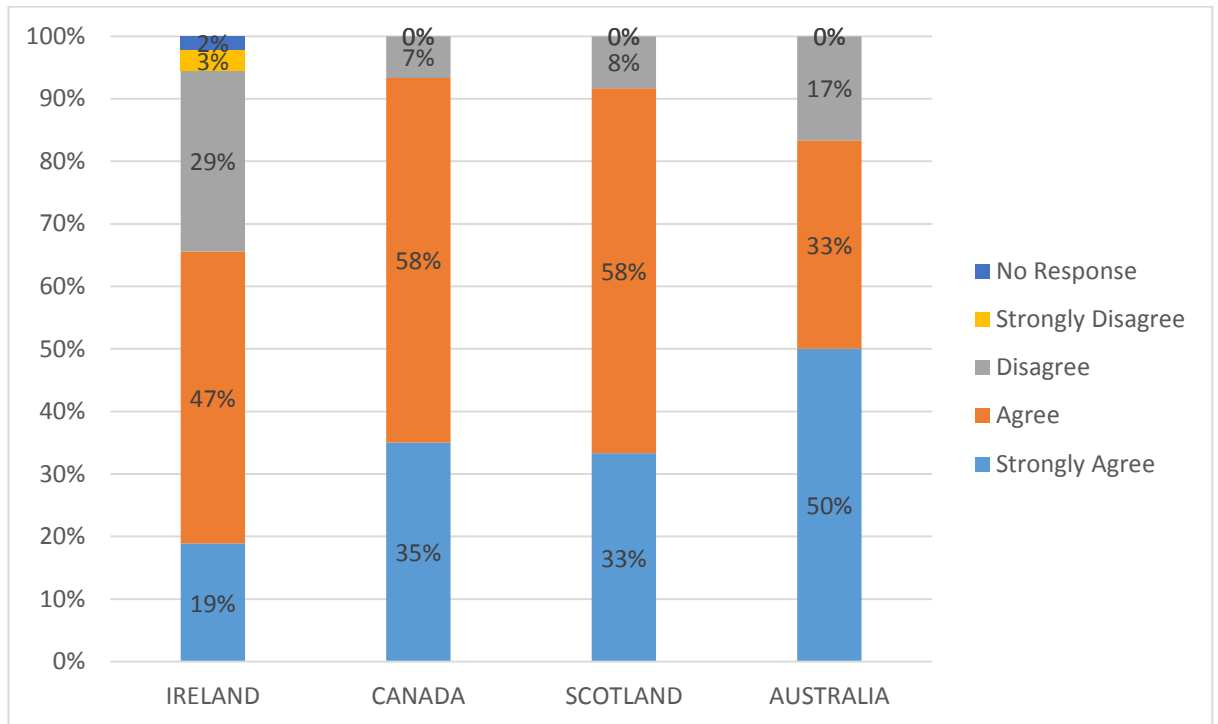
12.27: Teaching as a Profession - Teachers' preparation is based on knowledge of the students, the subject(s) and the appropriate teaching methodologies



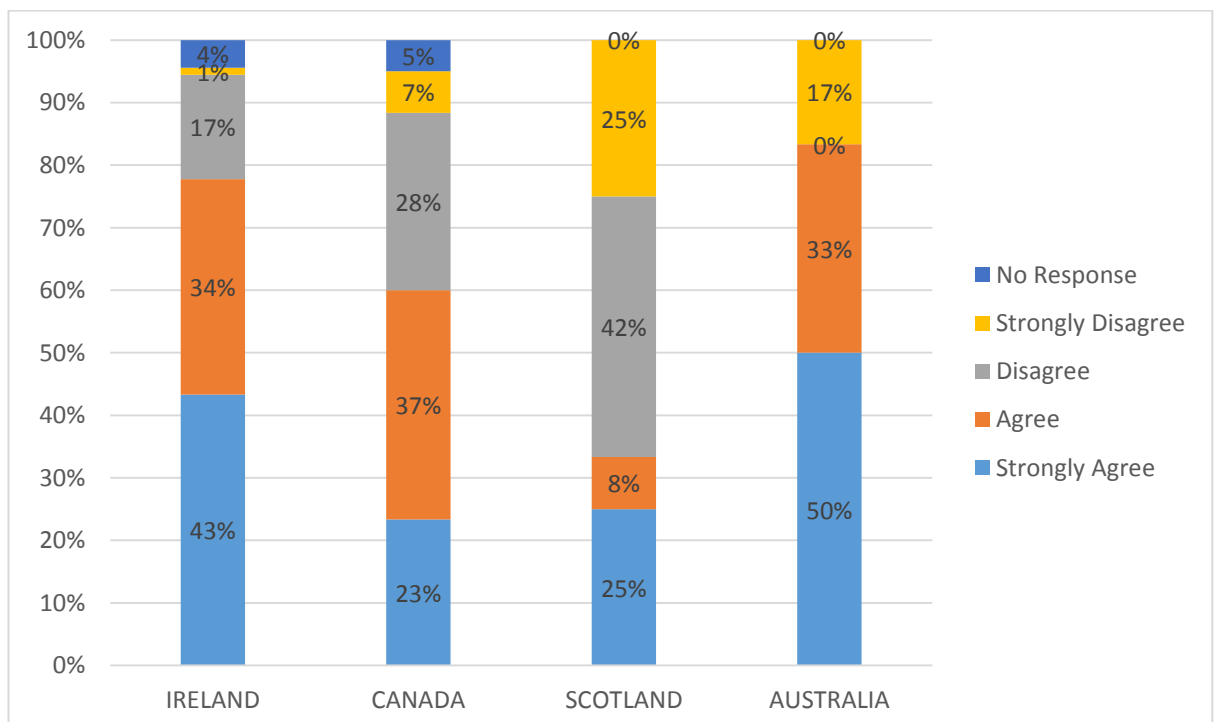
12.28: Teaching as a Profession - Teachers create a teaching and learning environment conducive to maximum student participation and fulfilment



12.29: Teaching as a Profession - Teachers reflect with others on their teaching and consequent student learning, thus informing their future work



12.30: Teaching as a Profession - Teachers have limited opportunities to engage in conversations with colleagues and others about the nature of teaching and the complexities therein



Appendix 13

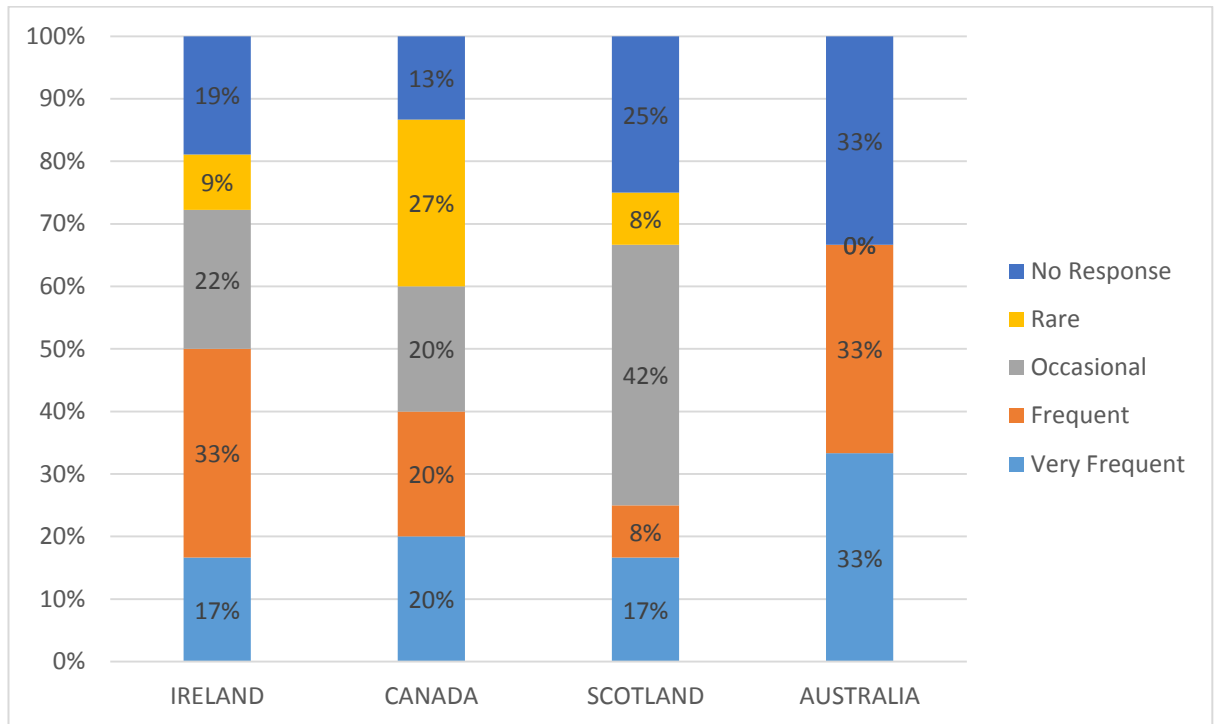
Questionnaire Q.13 – Engagement in CPD Opportunities

Bar Charts for Responses 13.01 – 13.15

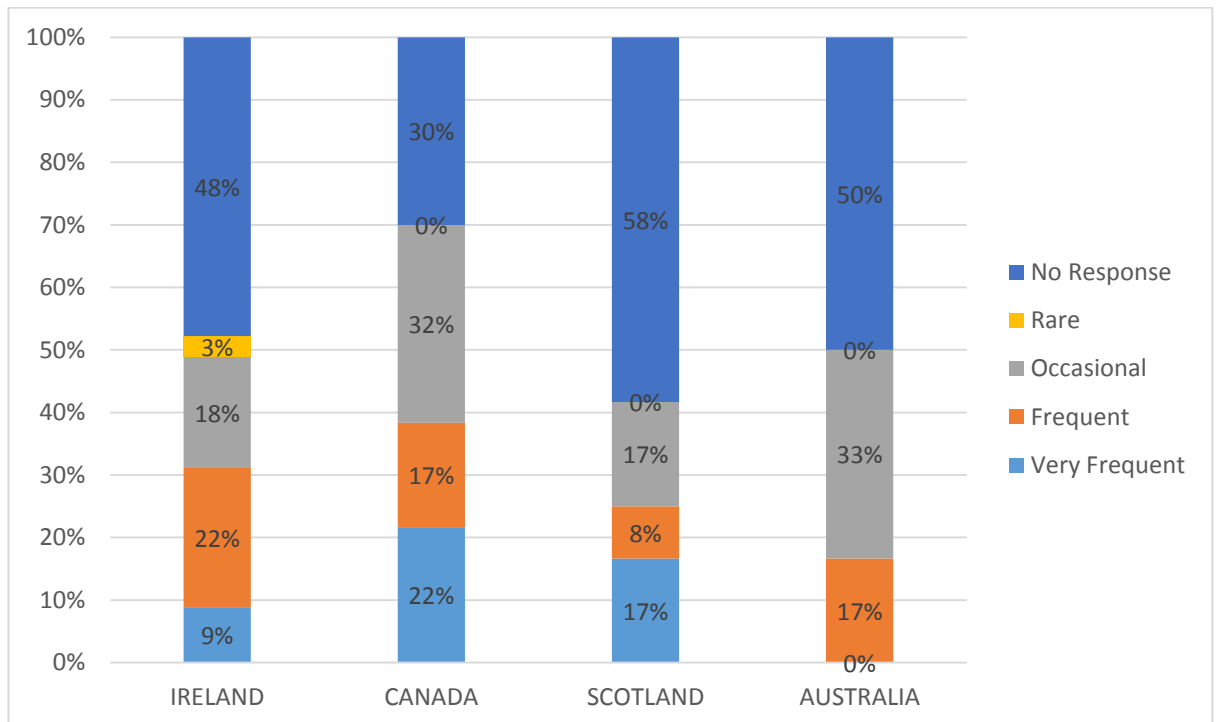
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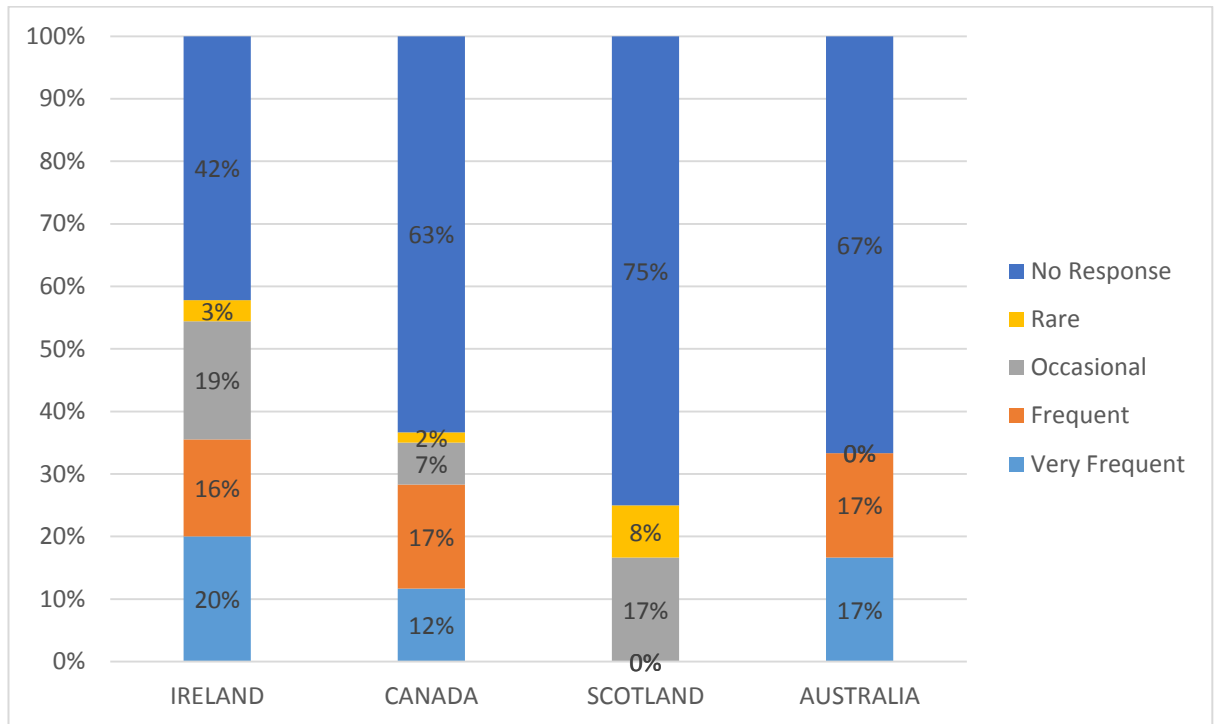
**13.01: Engagement in Continuing Professional Development Opportunities -
Member of professional body**



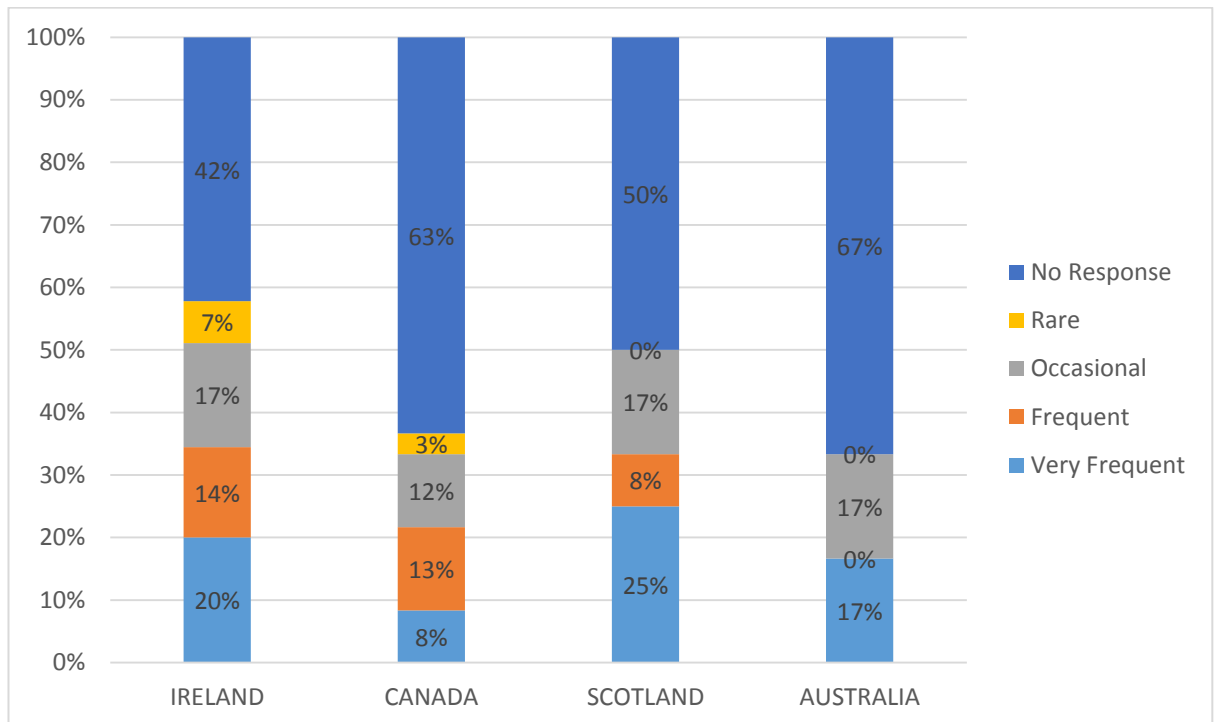
**13.02: Engagement in Continuing Professional Development Opportunities -
Member of subject association**



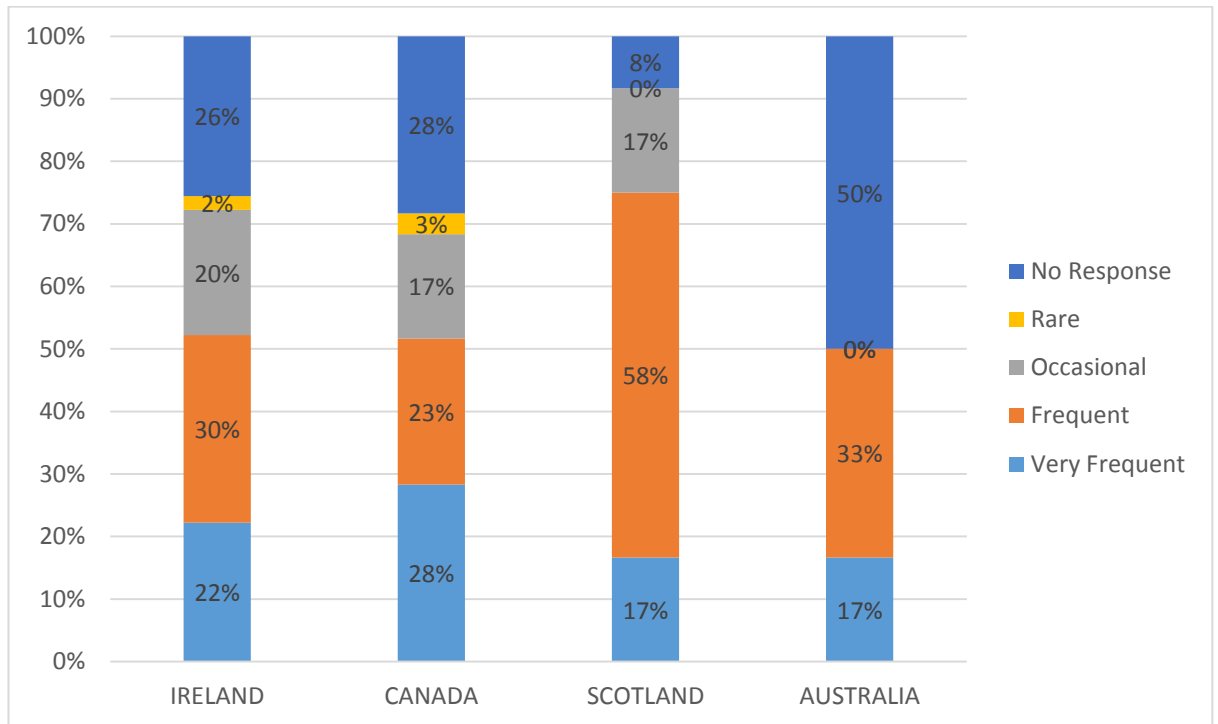
**13.03: Engagement in Continuing Professional Development Opportunities -
Member of professional support group**



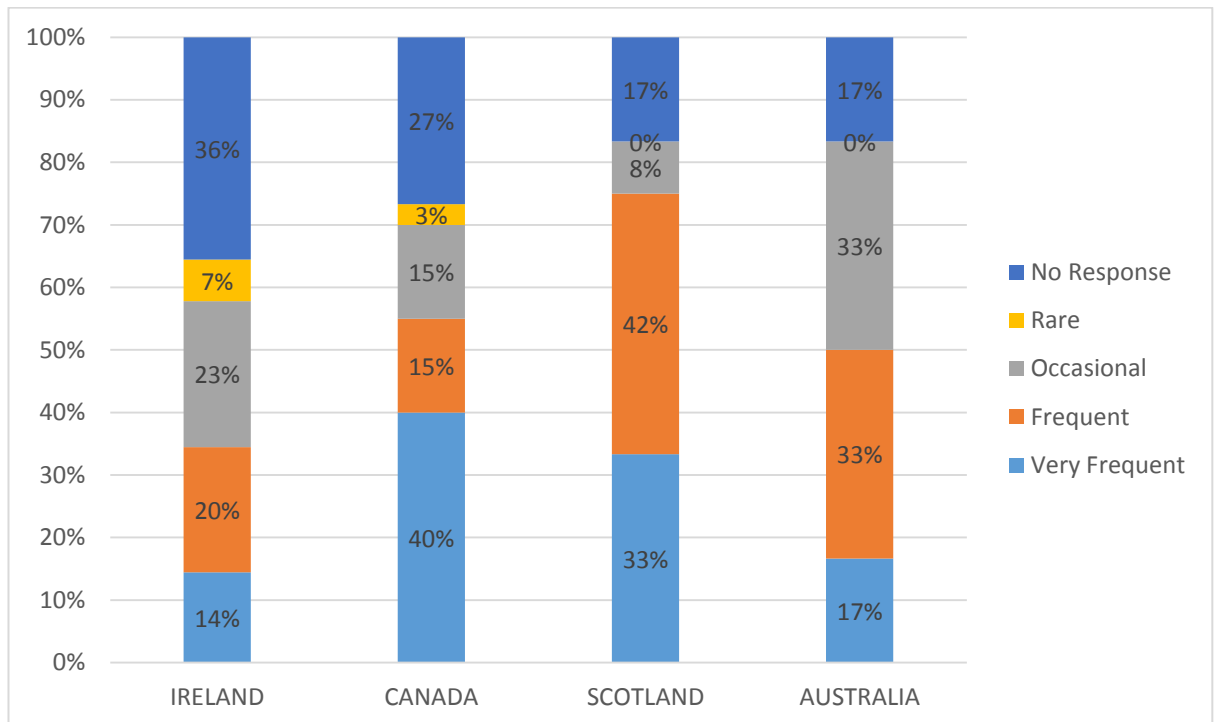
**13.04: Engagement in Continuing Professional Development Opportunities -
Organiser / facilitator of CPD**



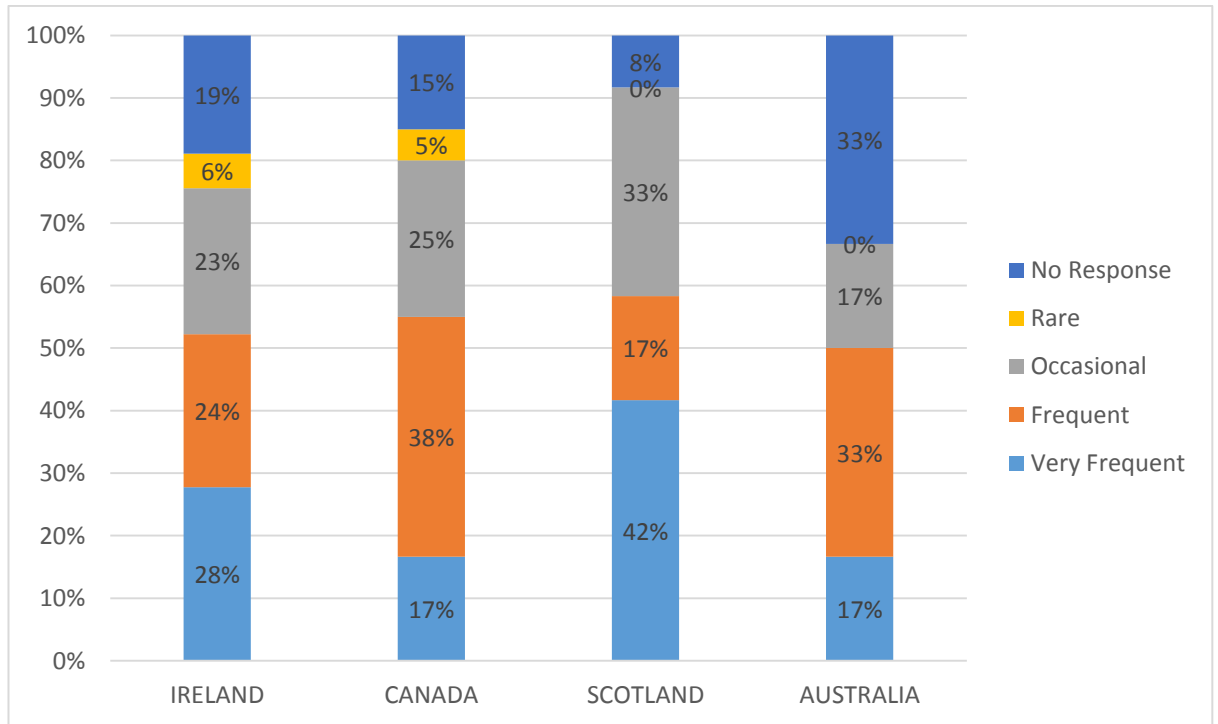
13.05: Engagement in Continuing Professional Development Opportunities - Participant in elective CPD



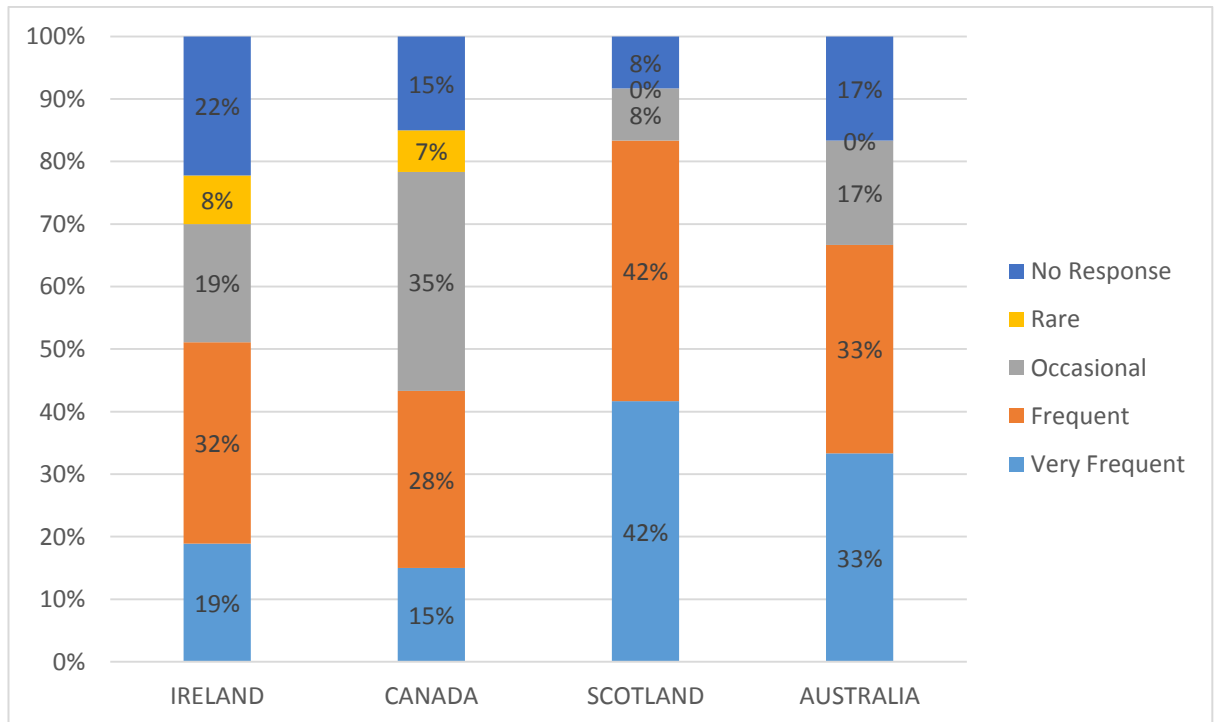
13.06: Engagement in Continuing Professional Development Opportunities - Participant in mandatory CPD



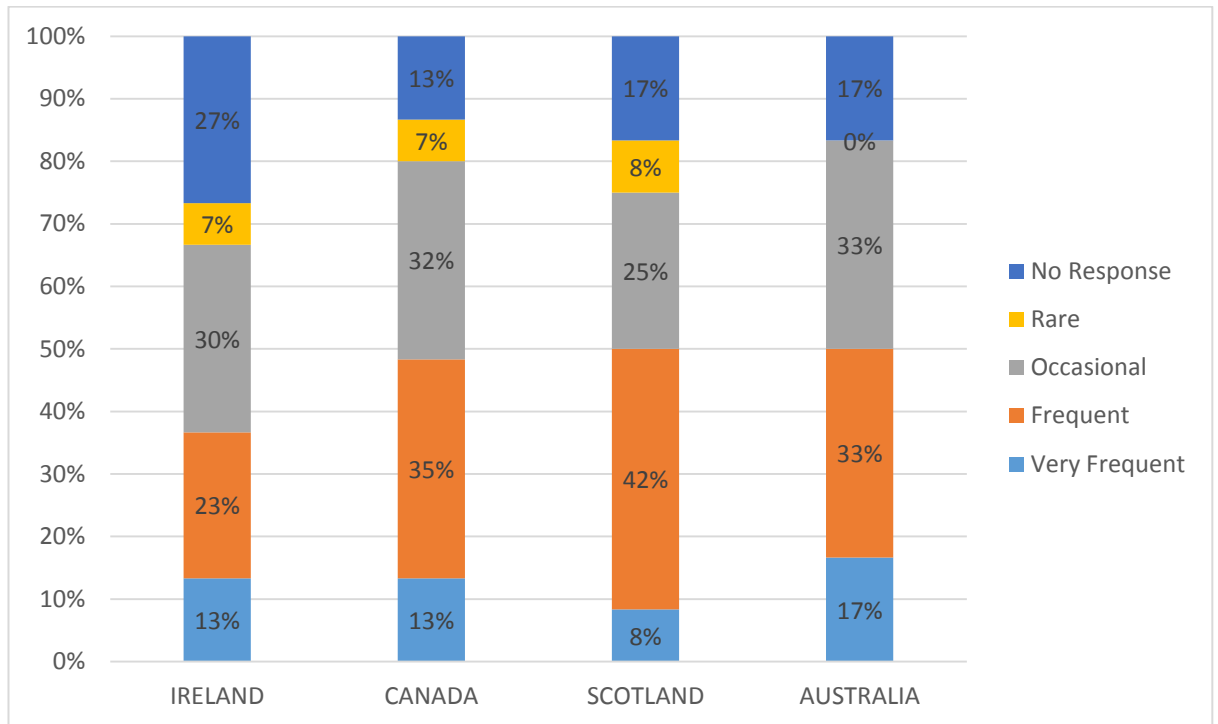
**13.07: Engagement in Continuing Professional Development Opportunities -
Reader of books on teaching/education**



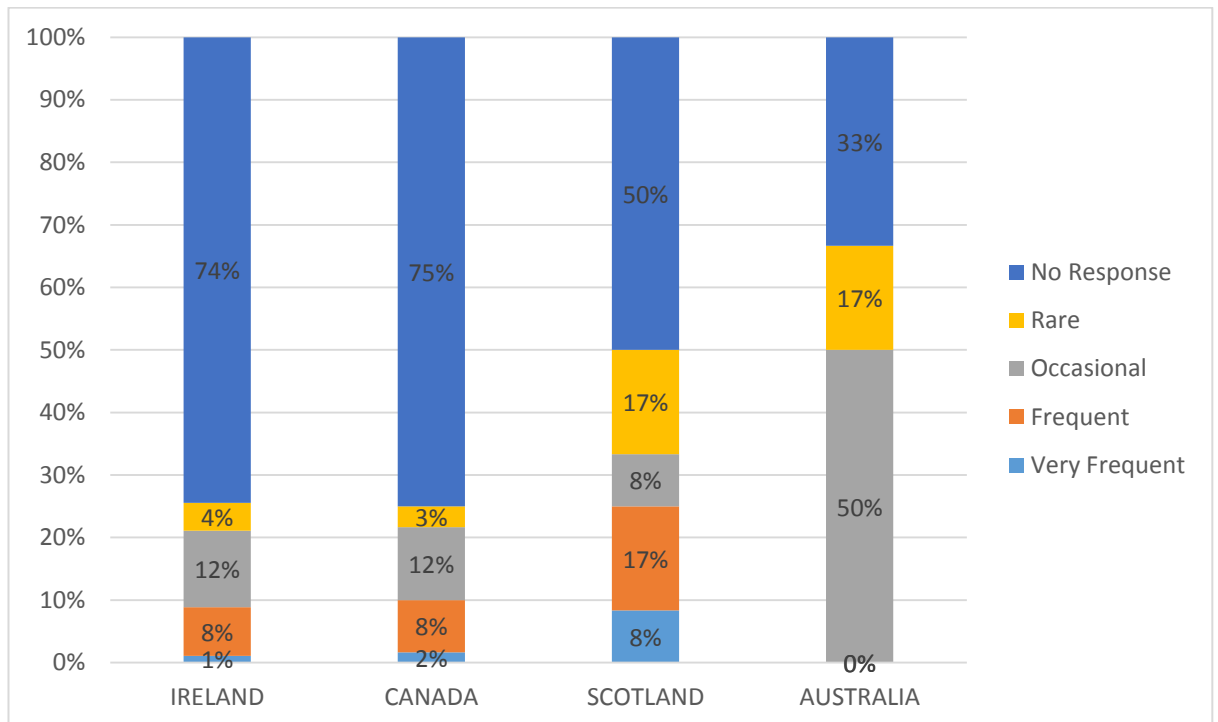
**13.08: Engagement in Continuing Professional Development Opportunities -
Reader of professional journals/publications**



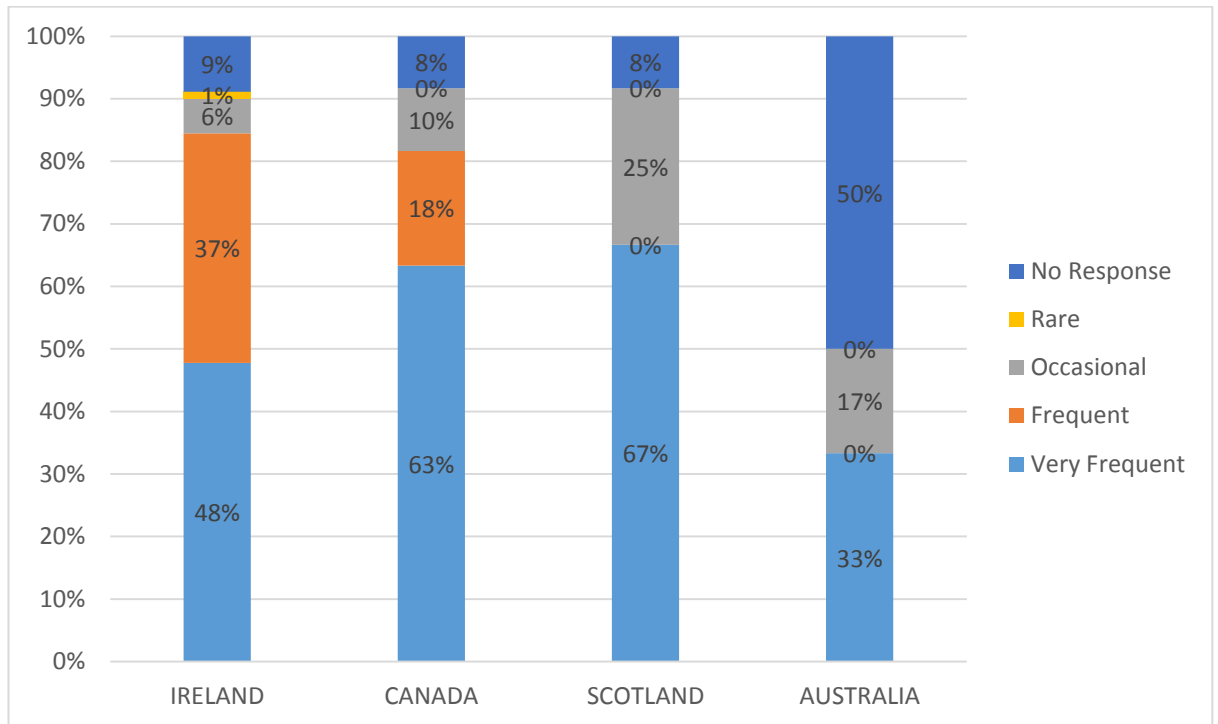
**13.09: Engagement in Continuing Professional Development Opportunities -
Attendee at professional conferences**



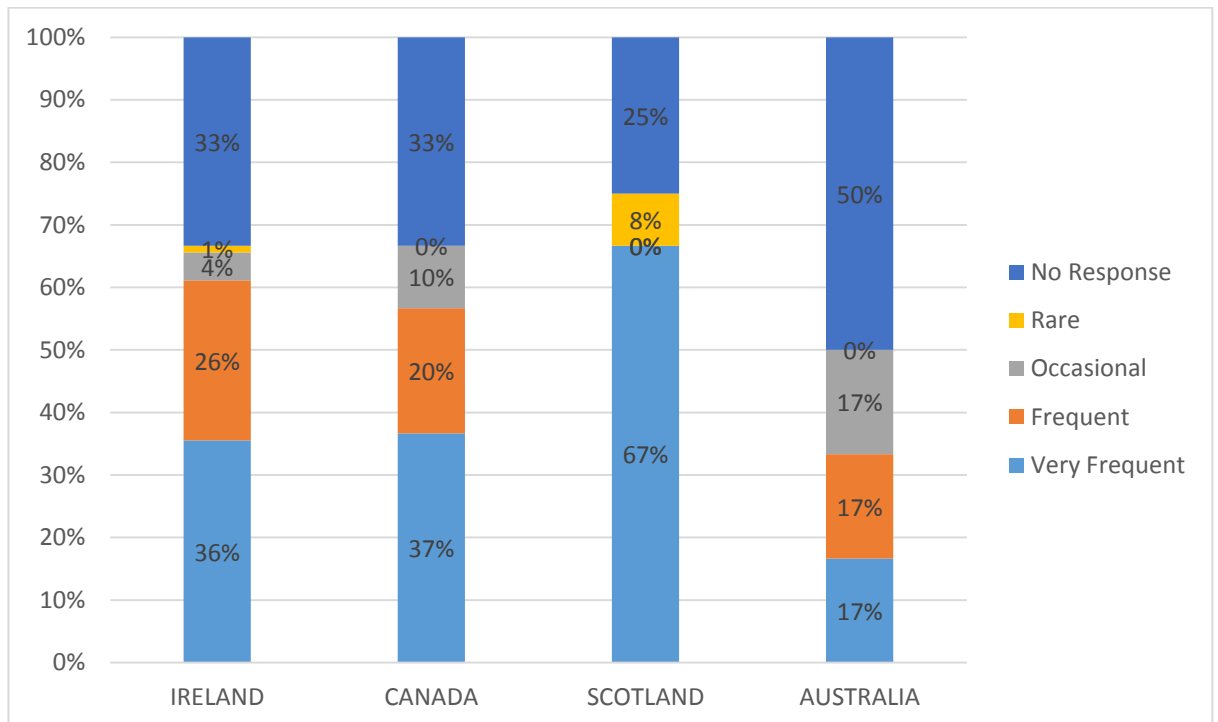
**13.10: Engagement in Continuing Professional Development Opportunities -
Writer of professional material**



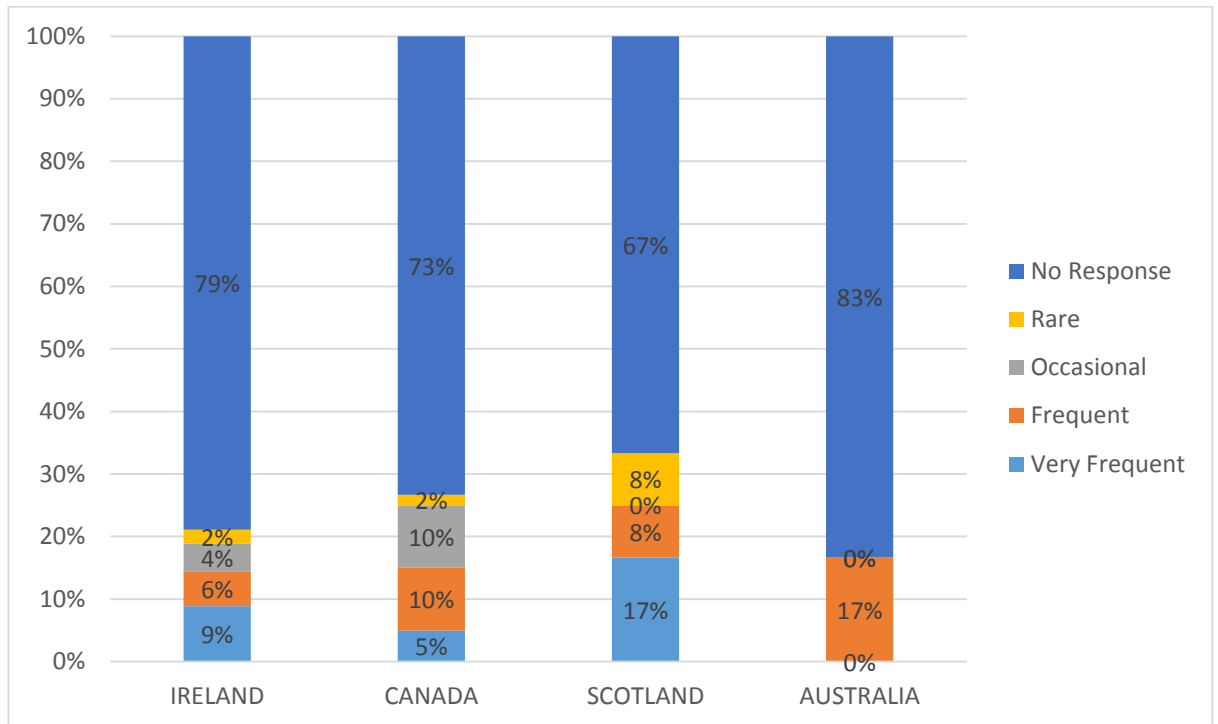
13.11: Engagement in Continuing Professional Development Opportunities - Participant in staff meetings



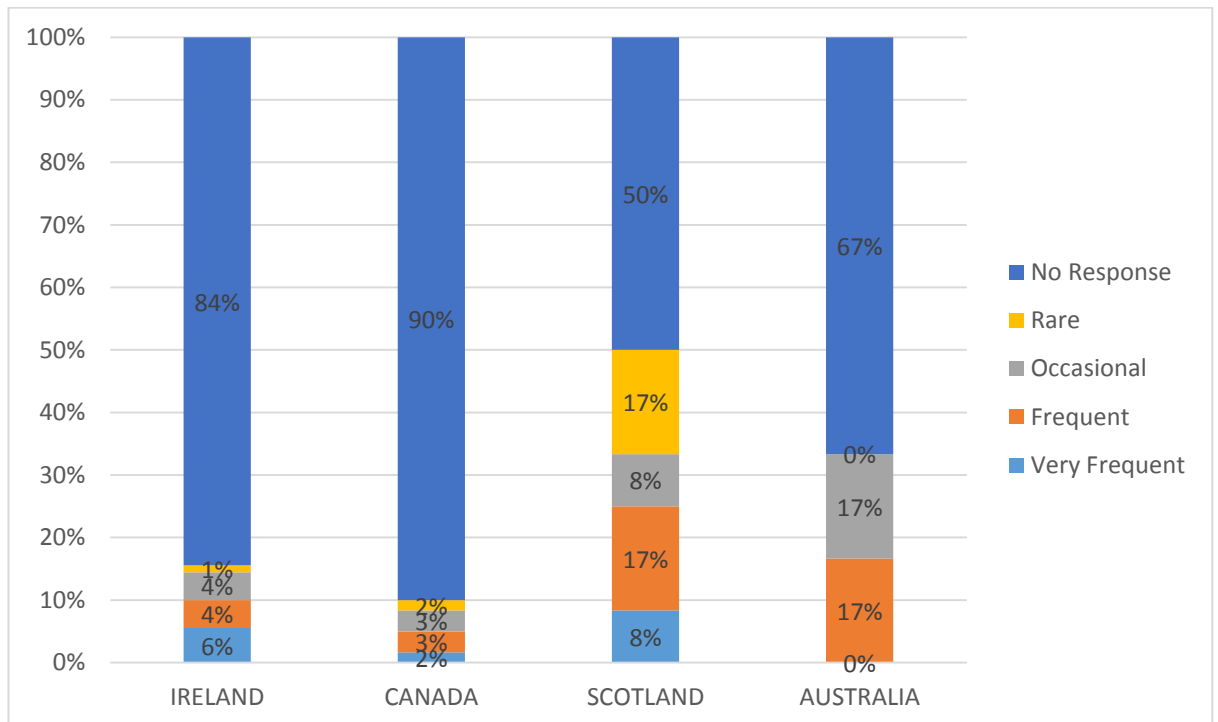
13.12: Engagement in Continuing Professional Development Opportunities - Participant in school department meetings



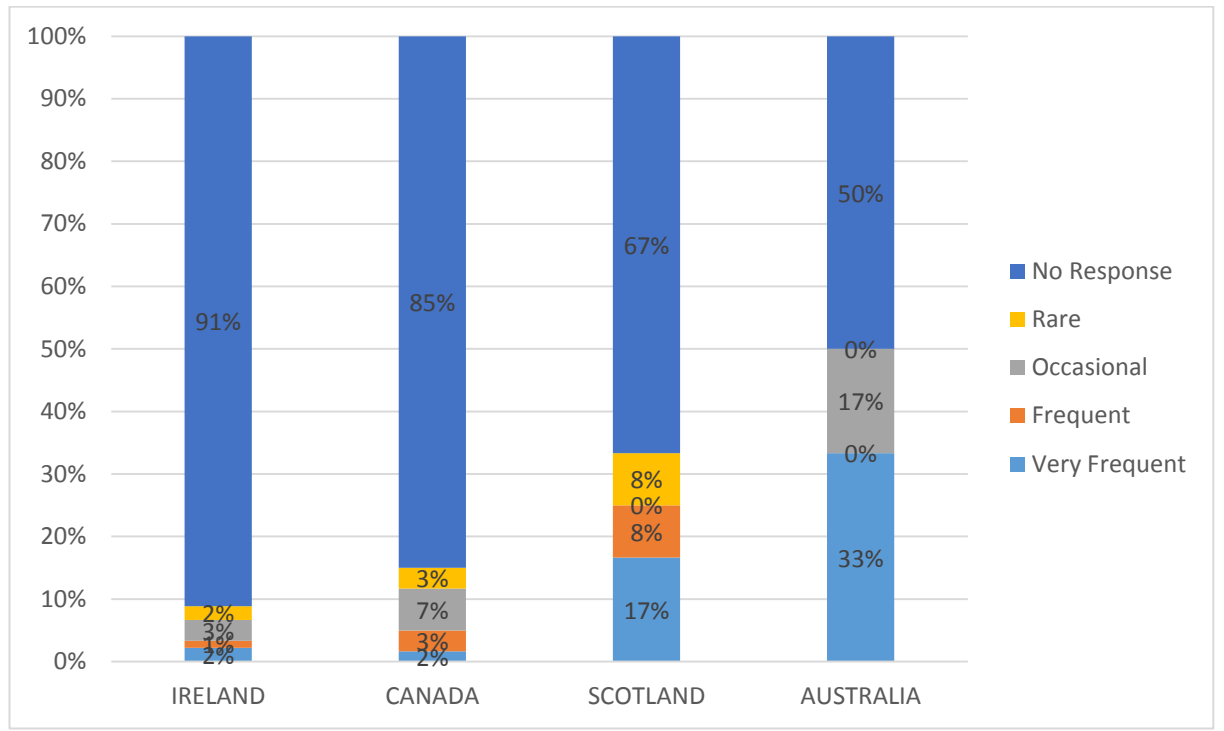
13.13: Engagement in Continuing Professional Development Opportunities - Mentor on NQT Induction Programme



13.14: Engagement in Continuing Professional Development Opportunities - Liaison person with college / university



**13.15: Engagement in Continuing Professional Development Opportunities -
Liaison person with Teaching Council, or equivalent**



Appendix 14

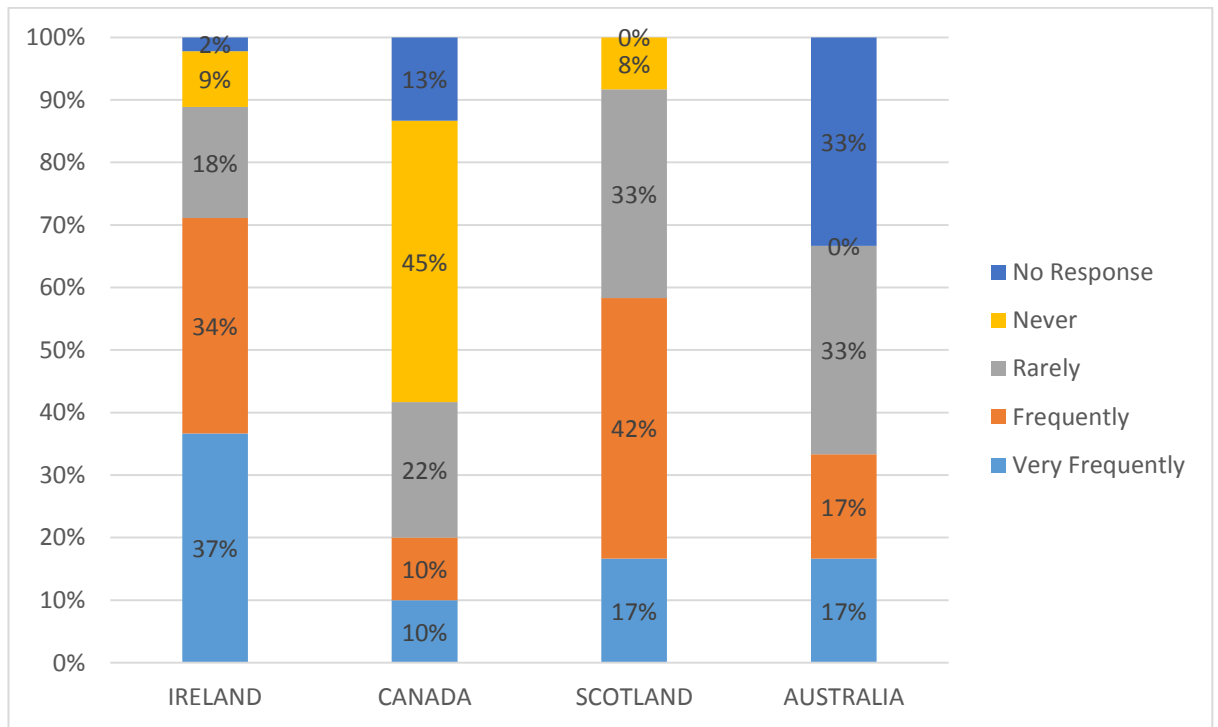
Questionnaire Q.14 - Career-long Participation in CPD Activities

Bar Charts for Responses 14.01 – 14.08

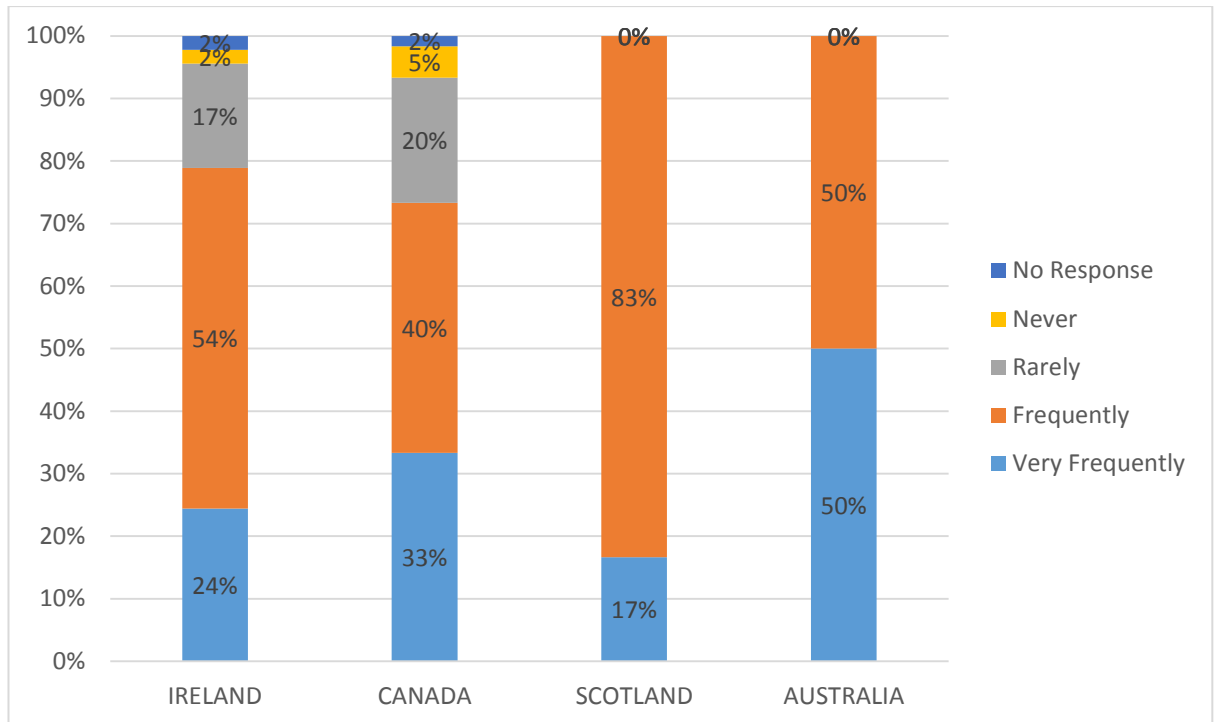
Number of Respondents

Ireland	90
Canada	60
Scotland	12
Australia	6
Total	168

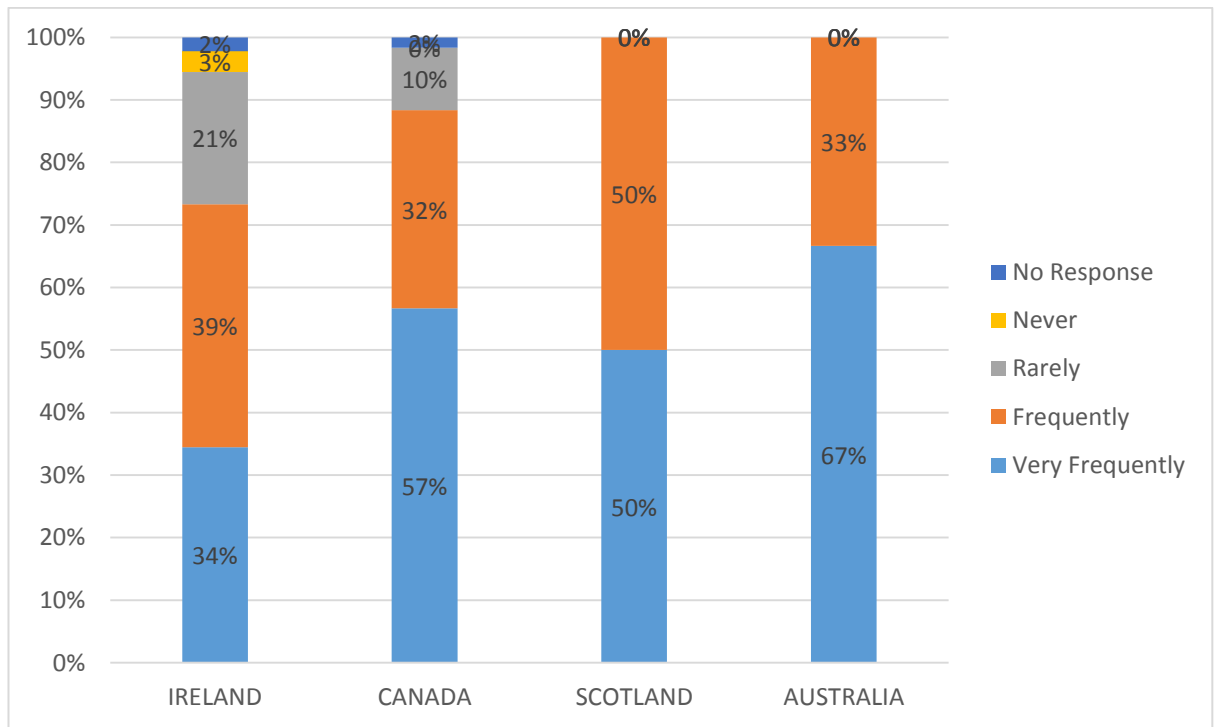
14.01: Career-long Participation - Mandatory CPD activity organised nationally



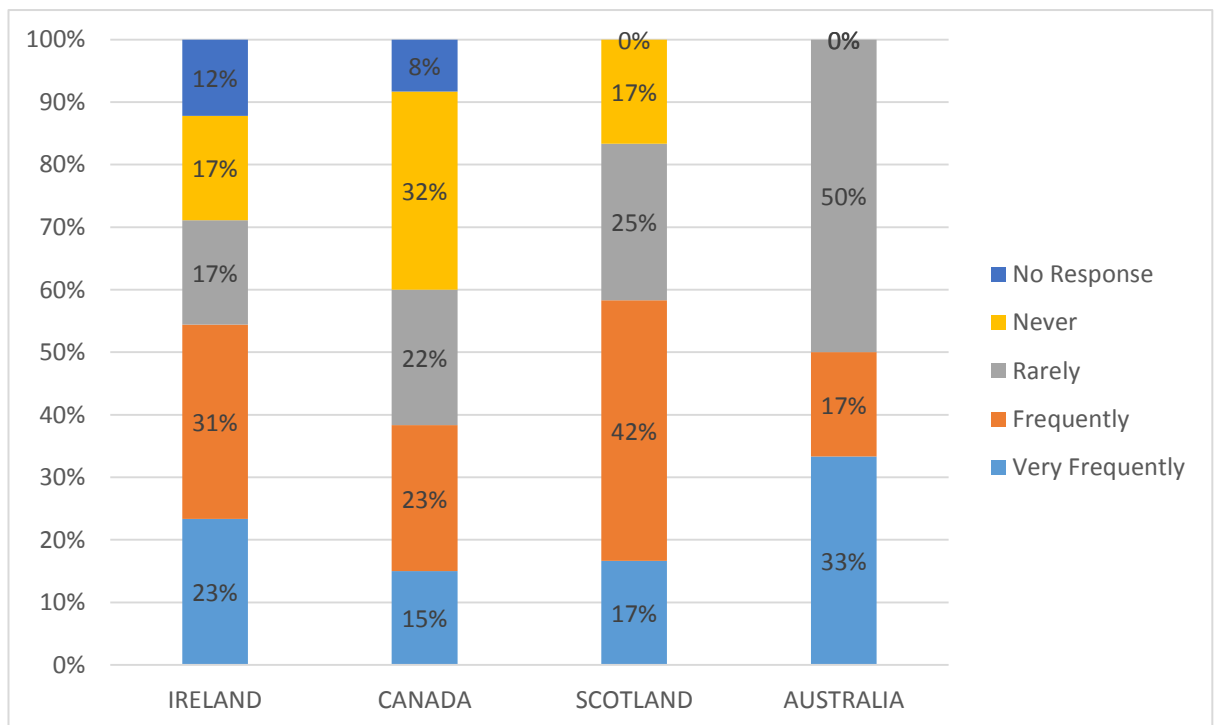
14.02: Career-long Participation - Optional CPD activity organised regionally/locally



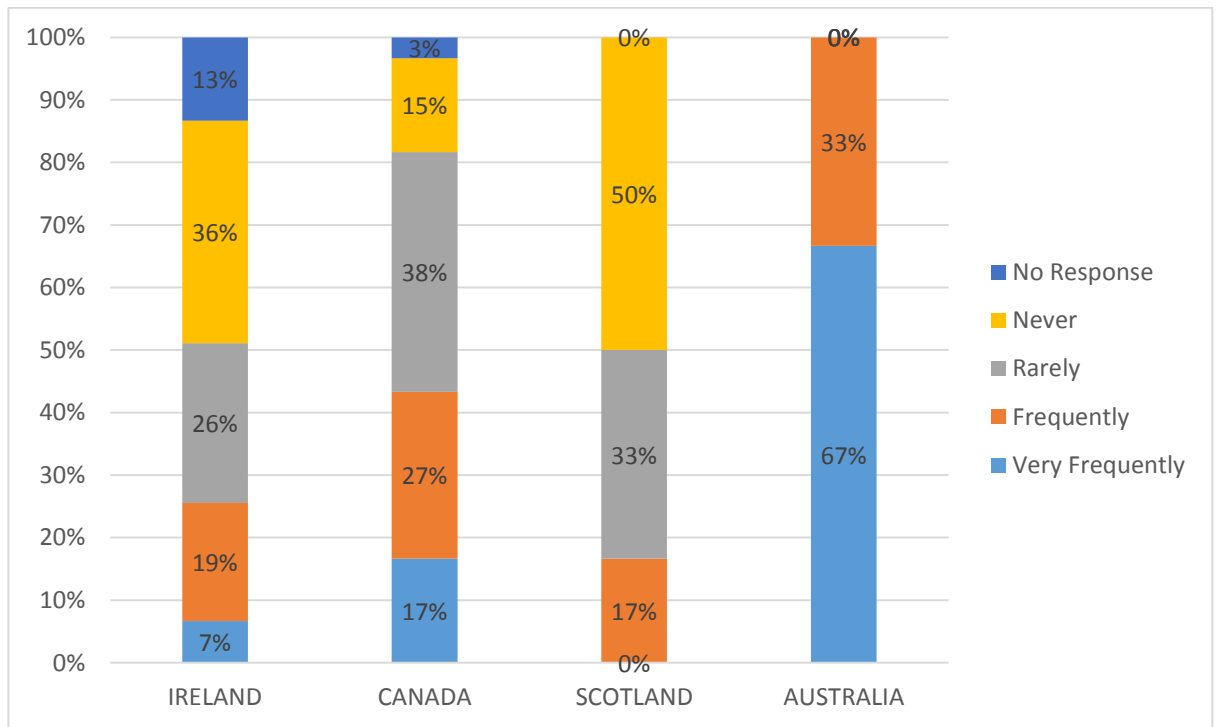
14.03: Career-long Participation - School-based CPD activity



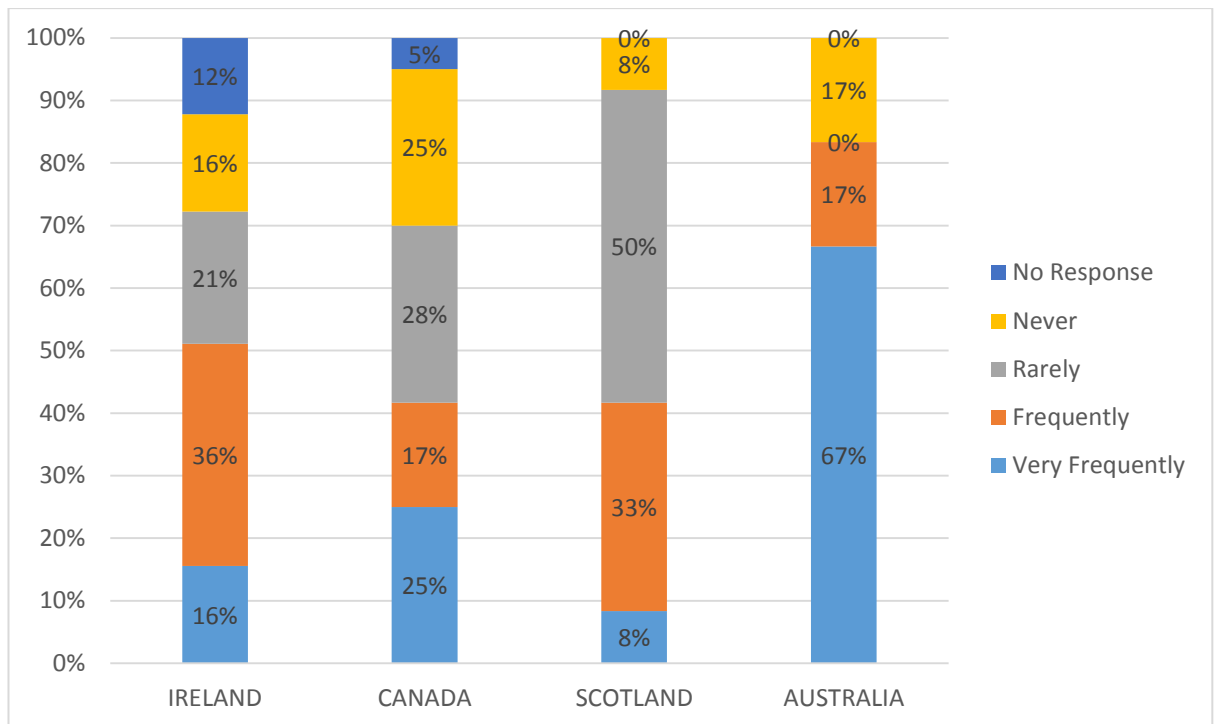
14.04: Career-long Participation - College/University CPD activity



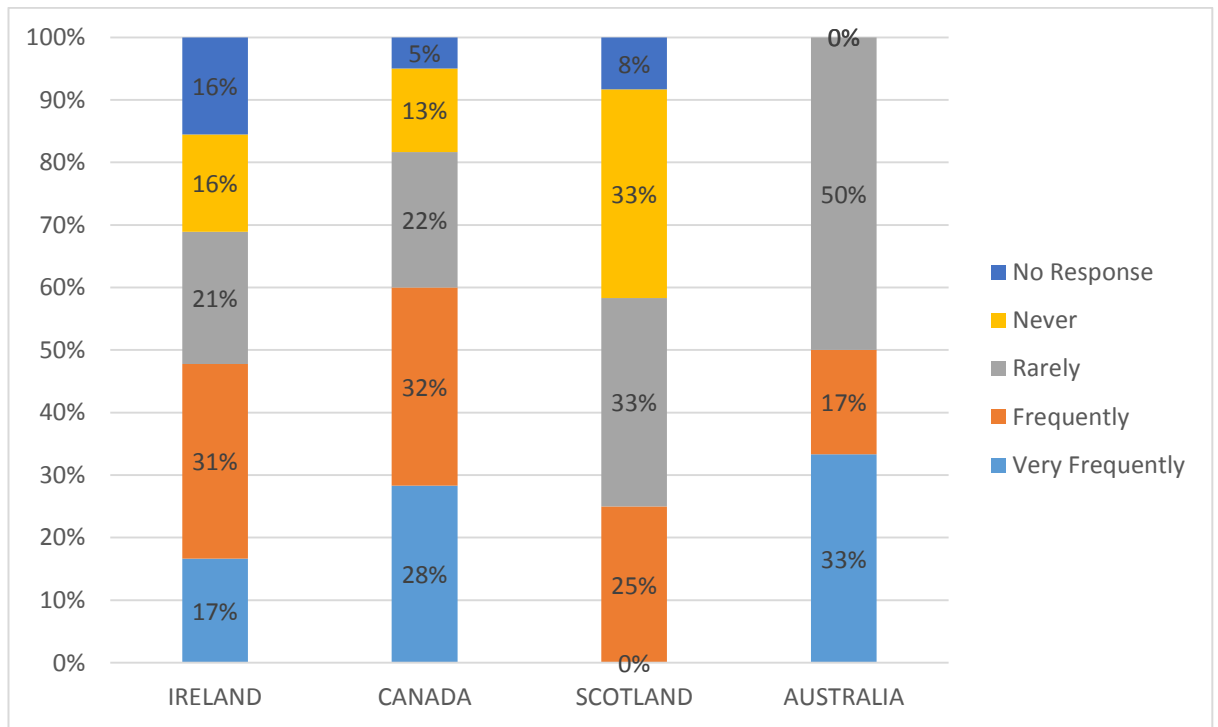
14.05: Career-long Participation - CPD activity organised by a teacher union



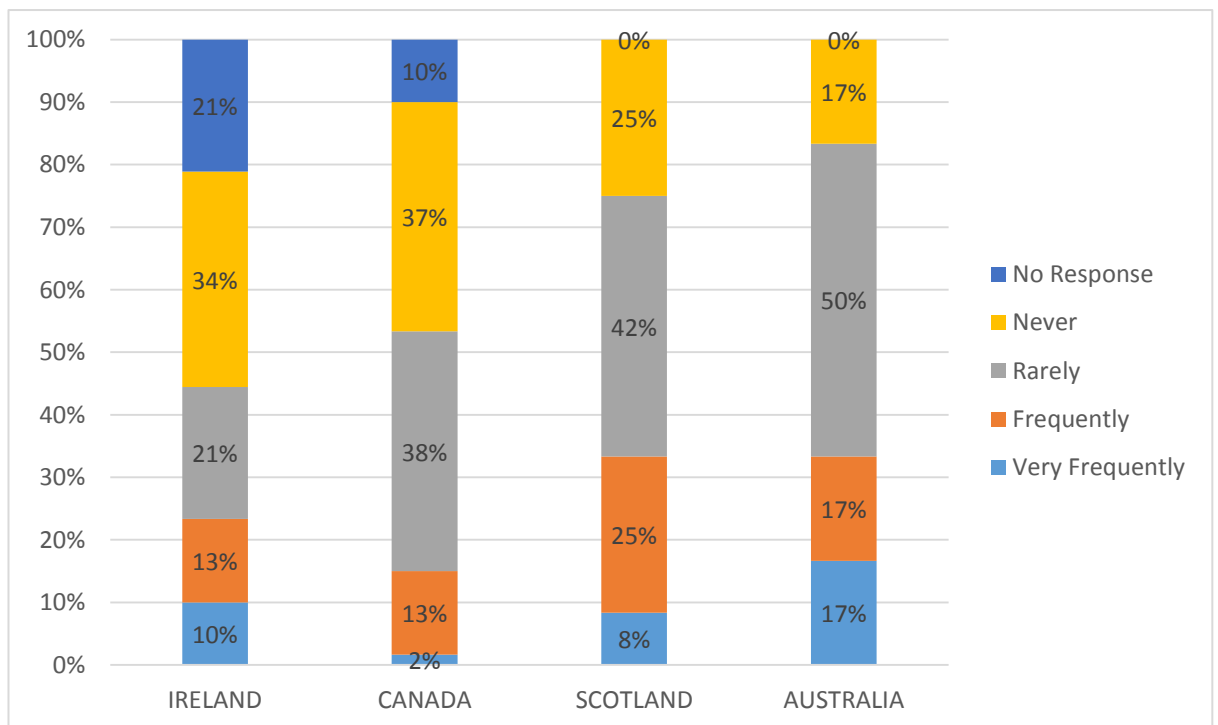
14.06: Career-long Participation - CPD activity organised by management / governing body



14.07: Career-long Participation - CPD activity organised by a subject association



14.08: Career-long Participation - CPD activity organised by a private provider



Appendix 15

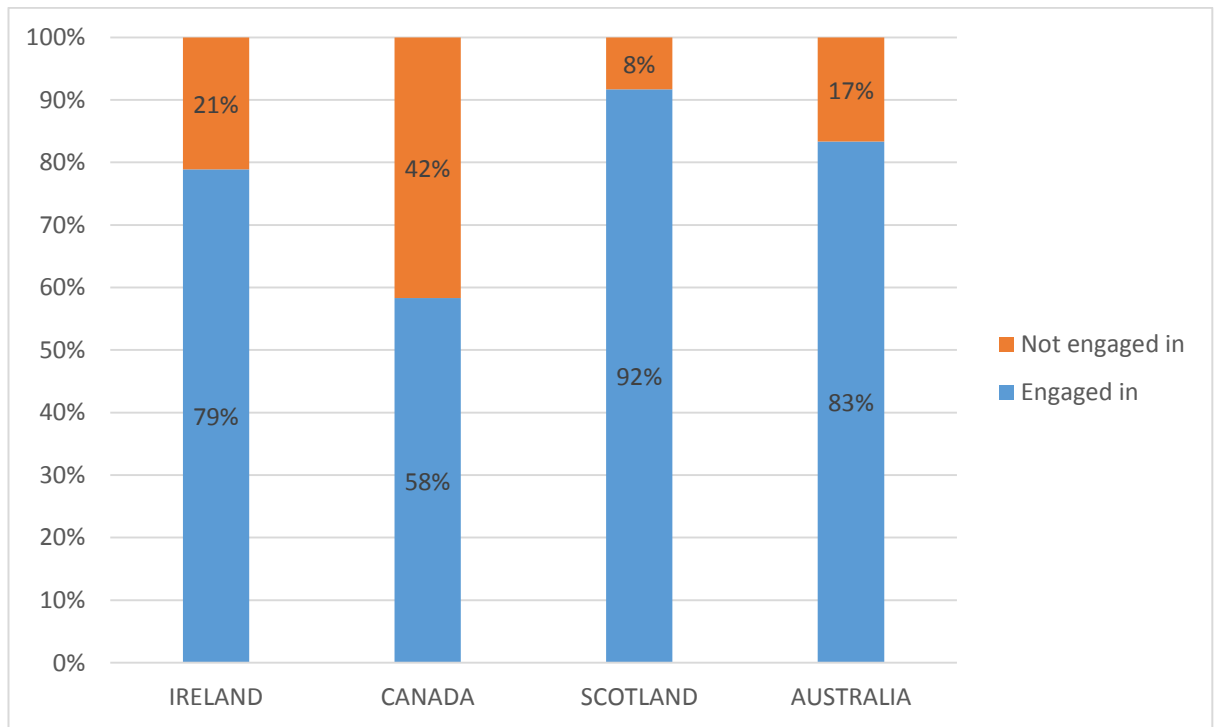
Questionnaire Q.15 - Recent Participation in CPD Activities

Bar Charts for Responses 15.01 – 15.08

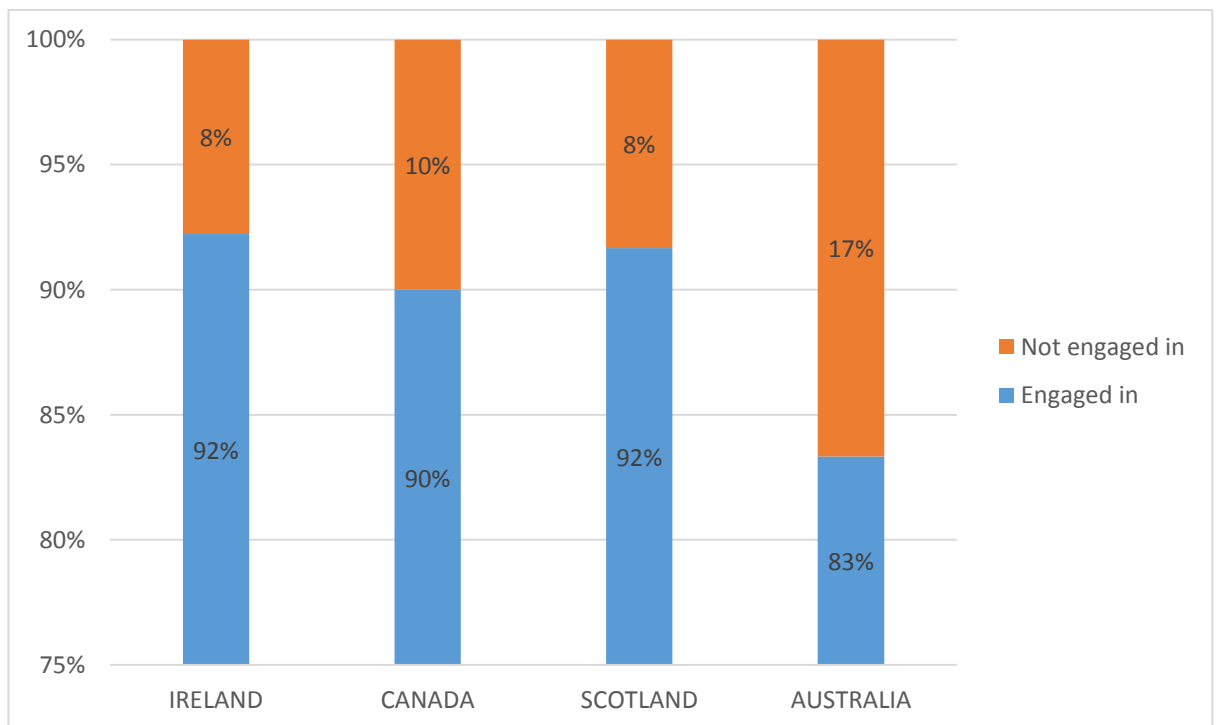
Number of Respondents

Ireland	90
Canada	60
Scotland	12
Australia	6
Total	168

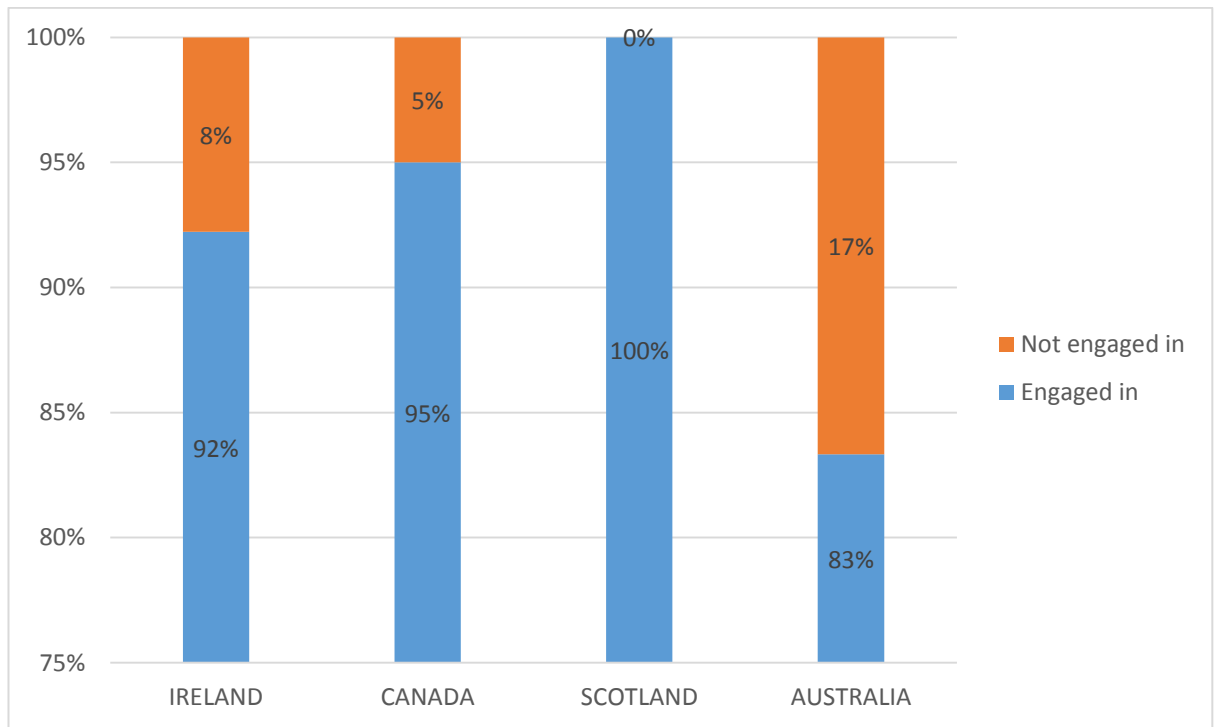
15.01: Recent Participation - CPD activity organised nationally



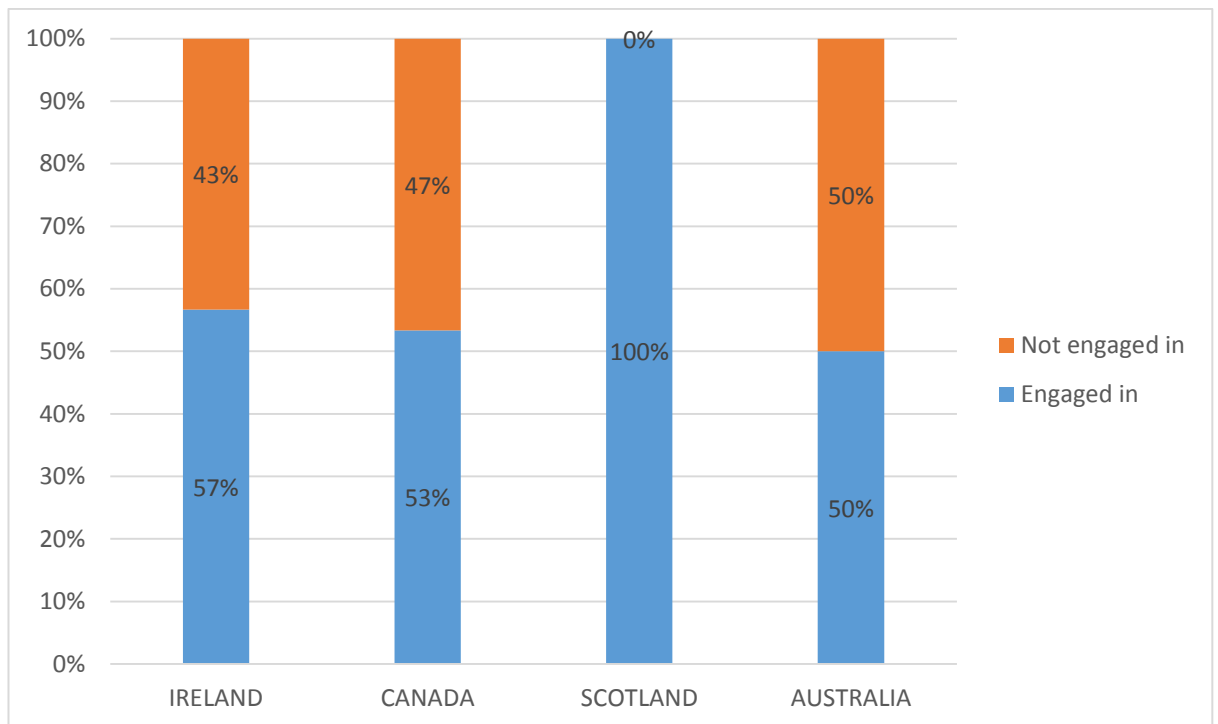
15.02: Recent Participation - CPD activity organised regionally/locally



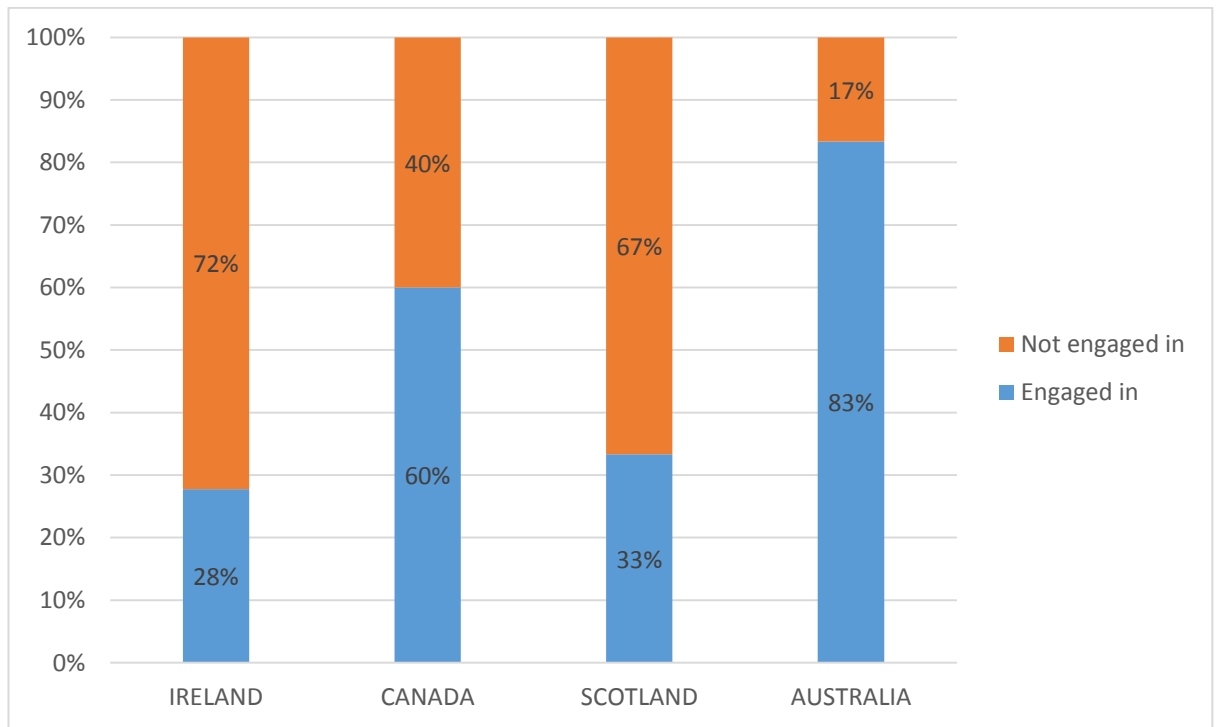
15.03: Recent Participation - School-based CPD activity



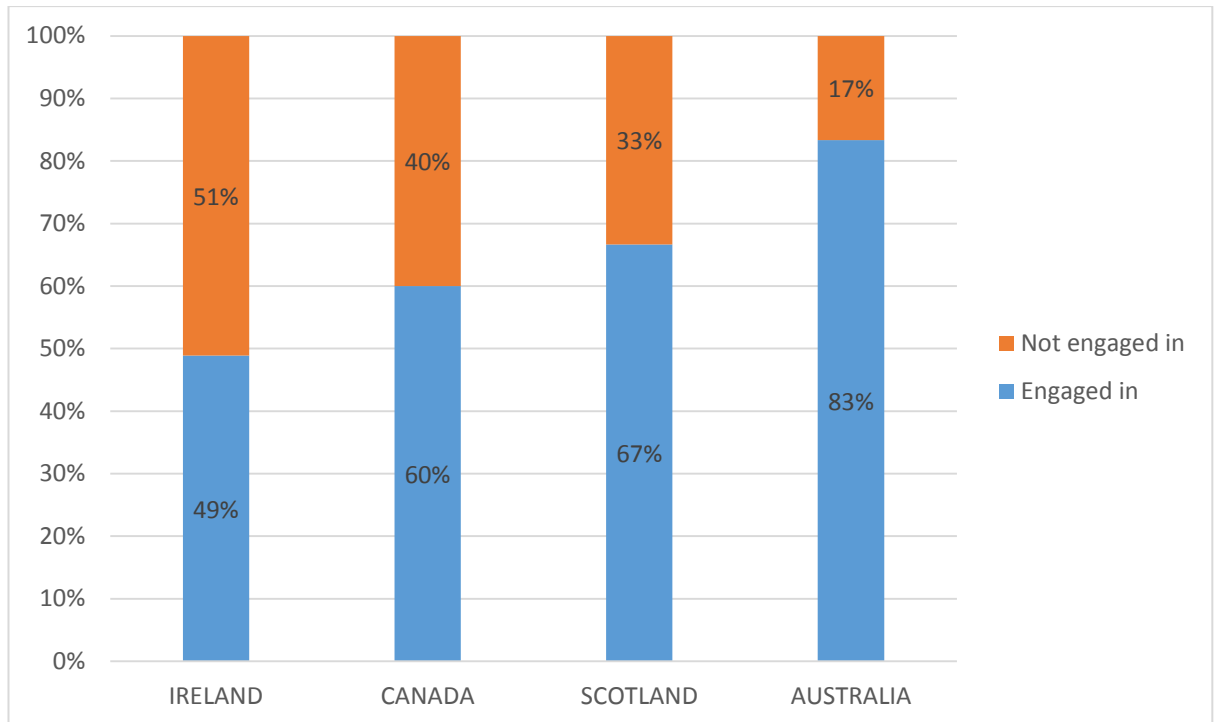
15.04: Recent Participation - College/University CPD activity



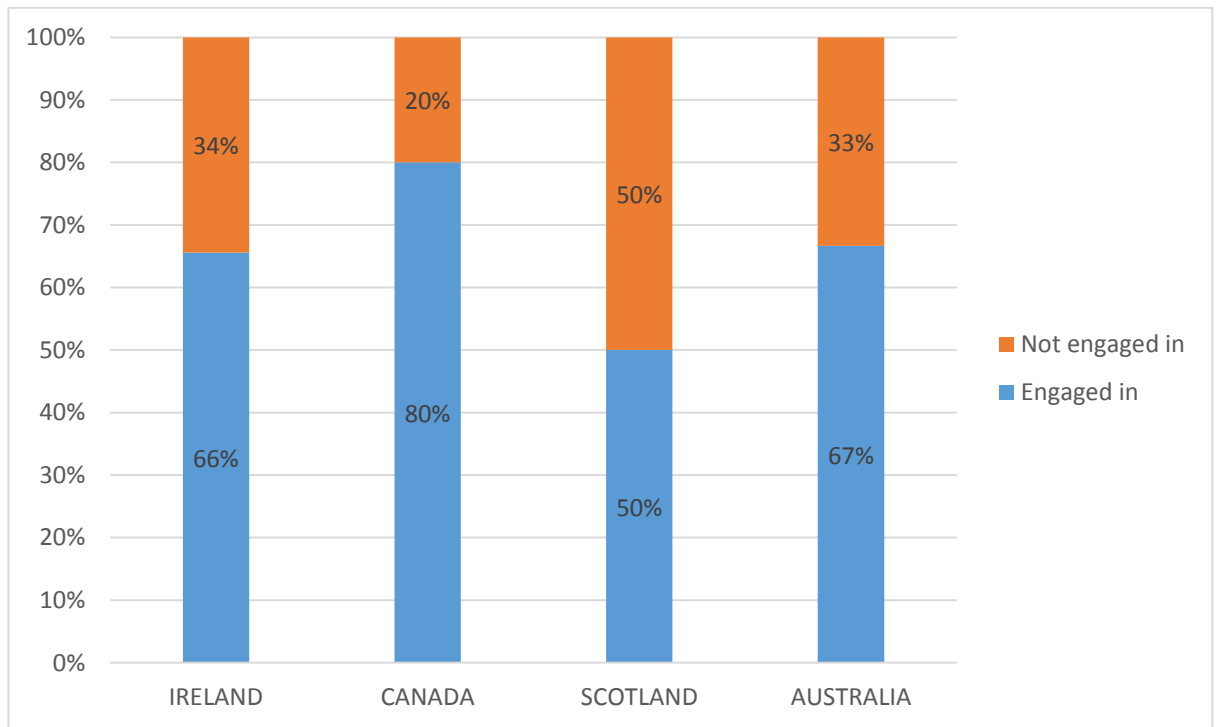
15.05: Recent Participation - CPD activity organised by a teacher union



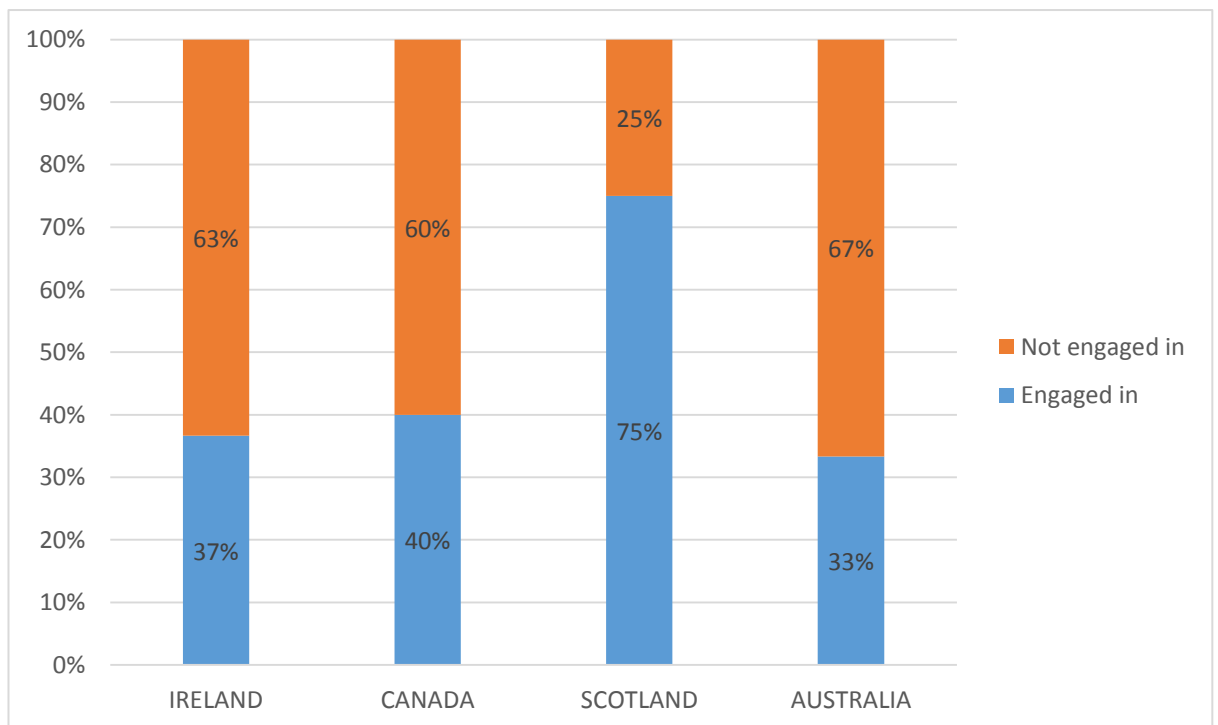
15.06: Recent Participation - CPD activity organised by management / governing body



15.07: Recent Participation - CPD activity organised by a subject association



15.08: Recent Participation - CPD activity organised by a private provider



Appendix 16

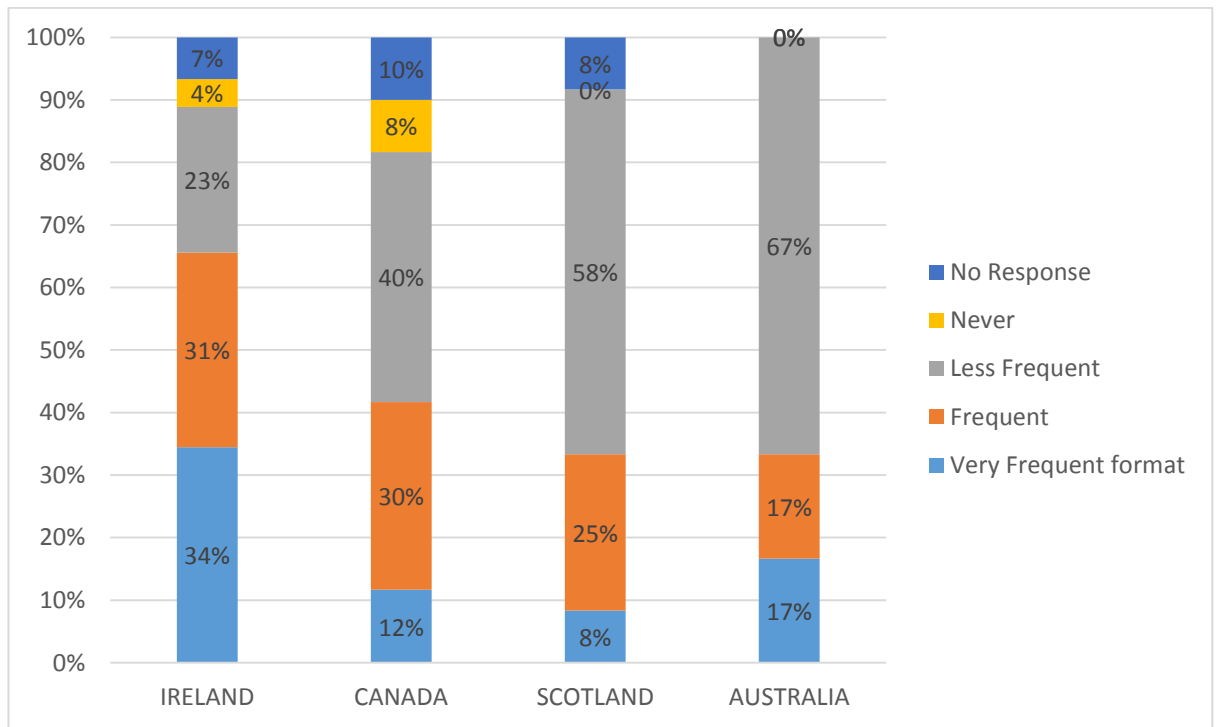
Questionnaire Q.16 - Format of CPD most frequently experienced

Bar Charts for Responses 16.01 – 16.08

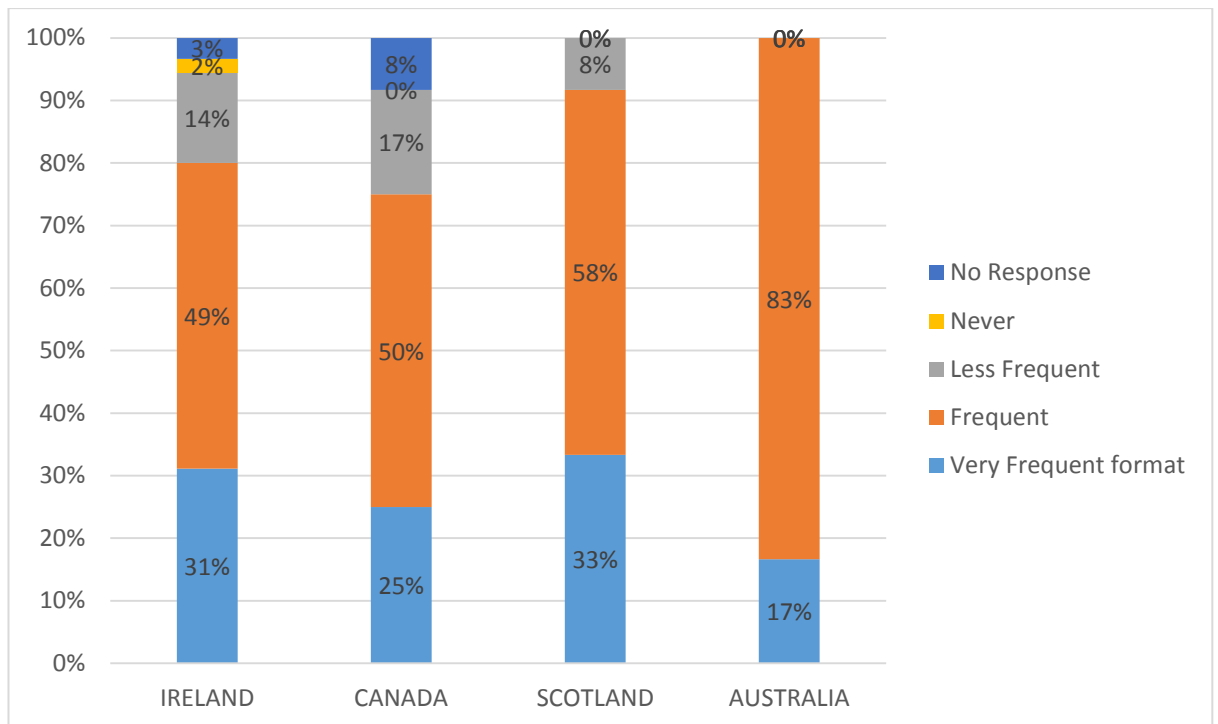
Number of Respondents

Ireland	90
Canada	60
Scotland	12
Australia	6
Total	168

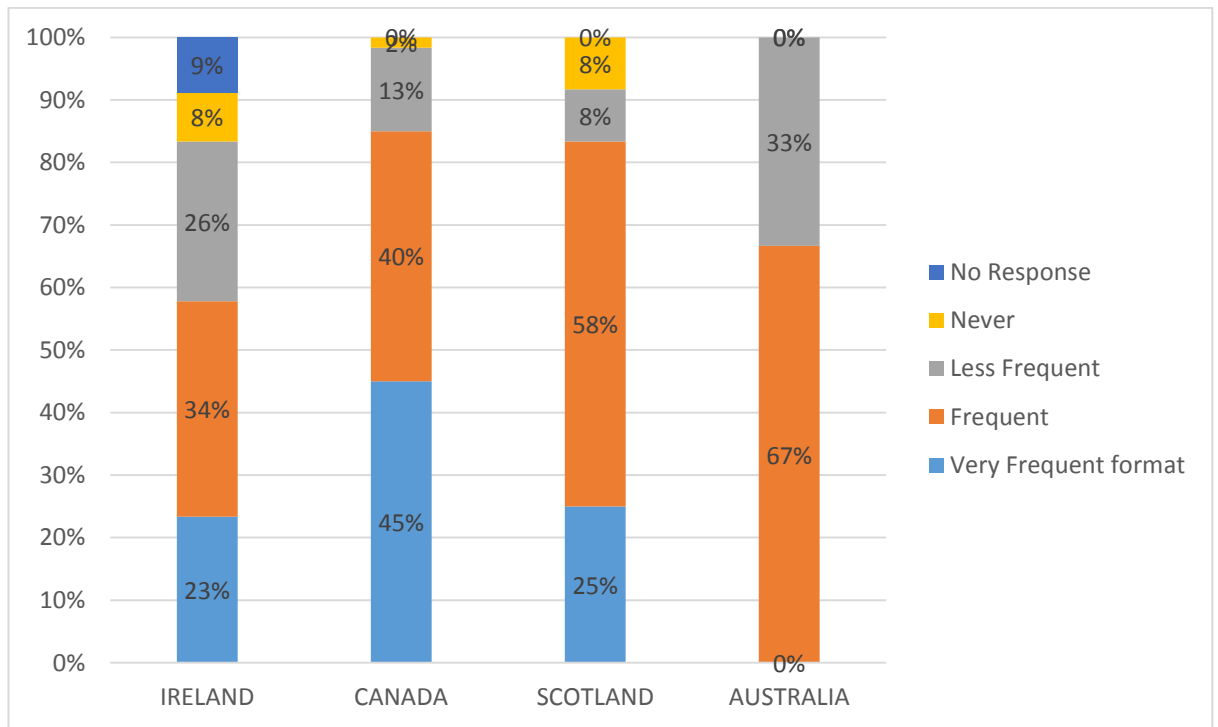
16.01: Format of CPD most frequently experienced - Formal lectures



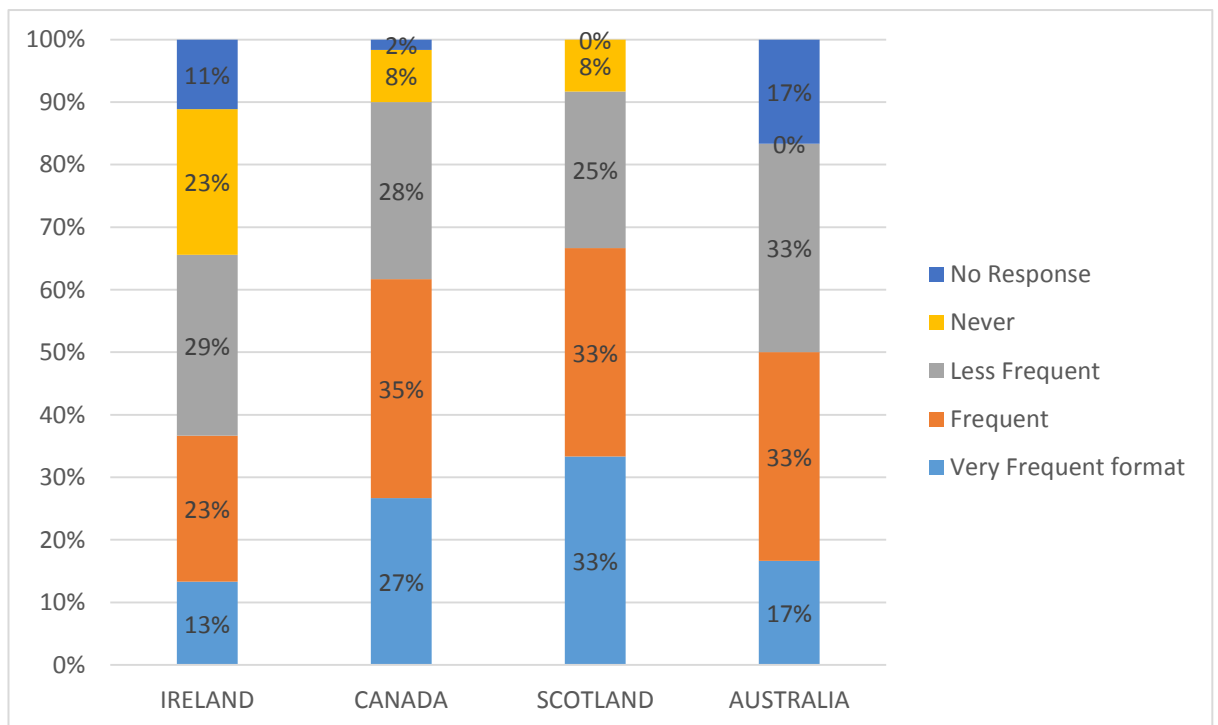
16.02: Format of CPD most frequently experienced - Information delivery sessions



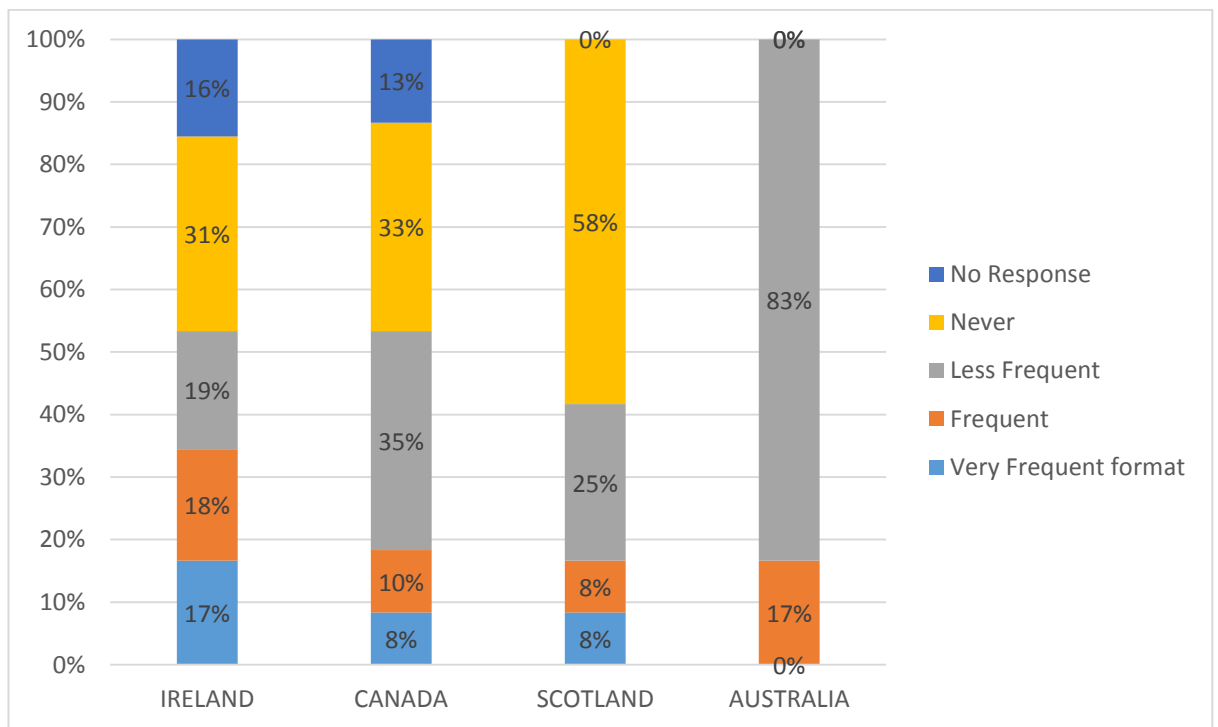
16.03: Format of CPD most frequently experienced - Interactive seminars



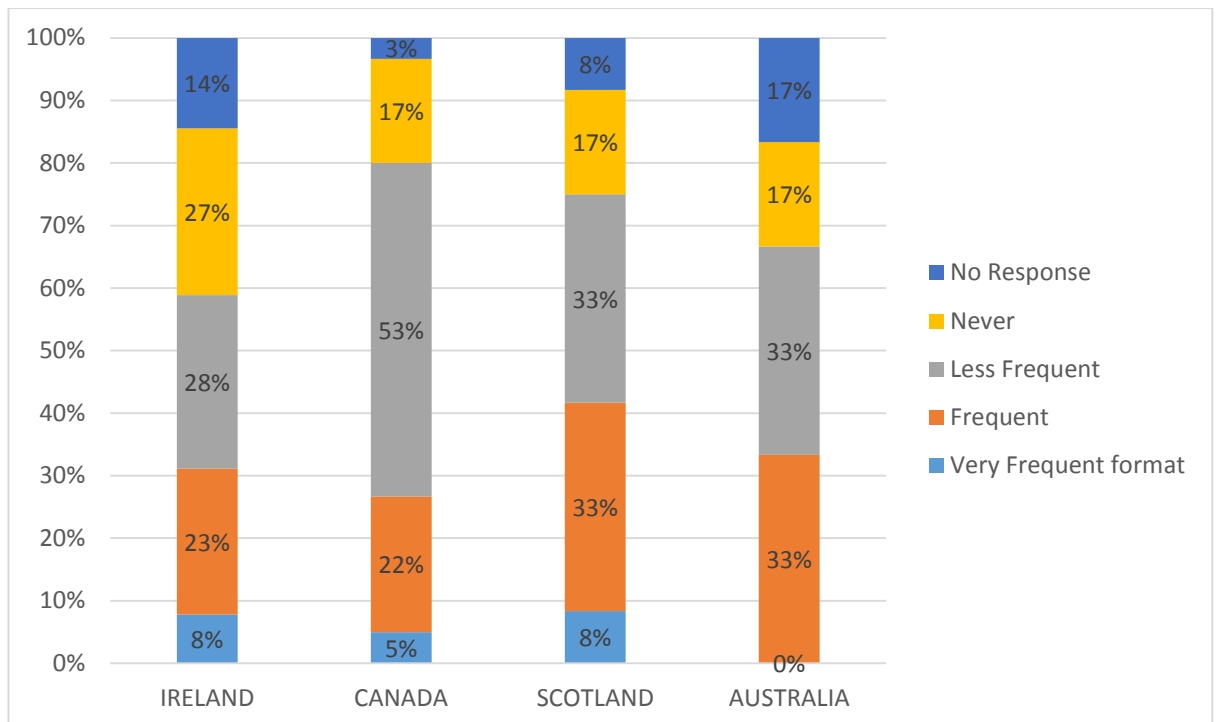
16.04: Format of CPD most frequently experienced - Focus group meetings



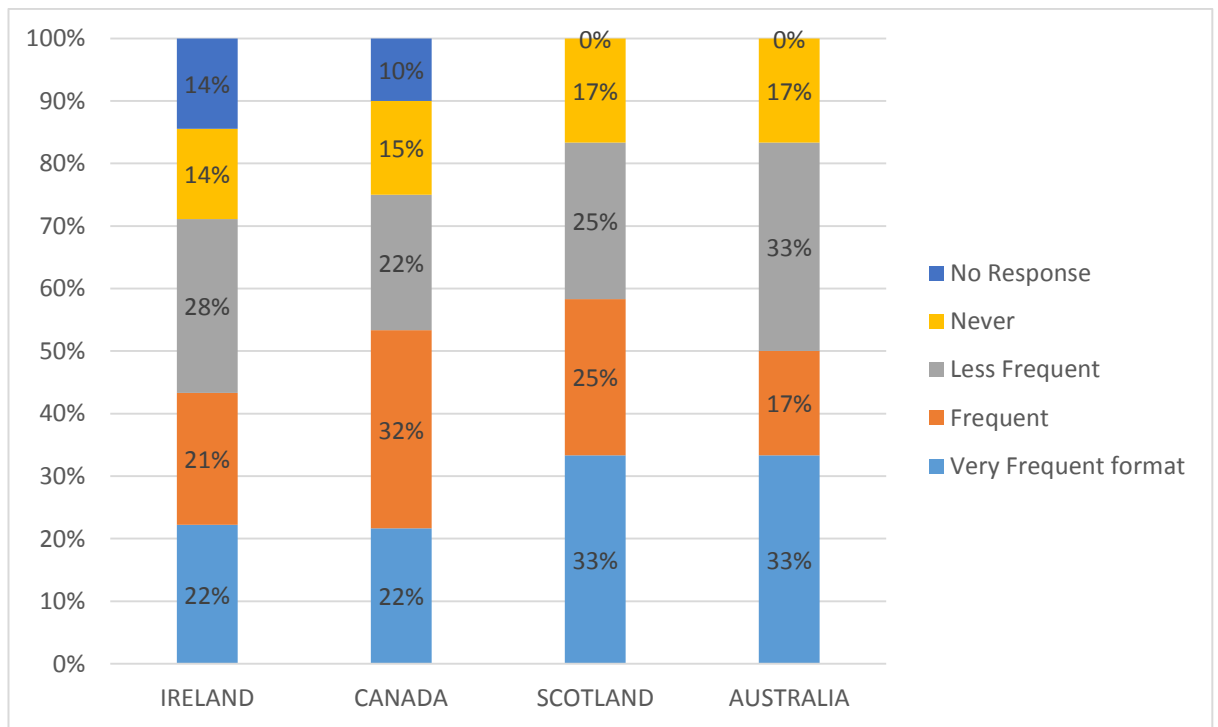
16.05: Format of CPD most frequently experienced - On-line courses



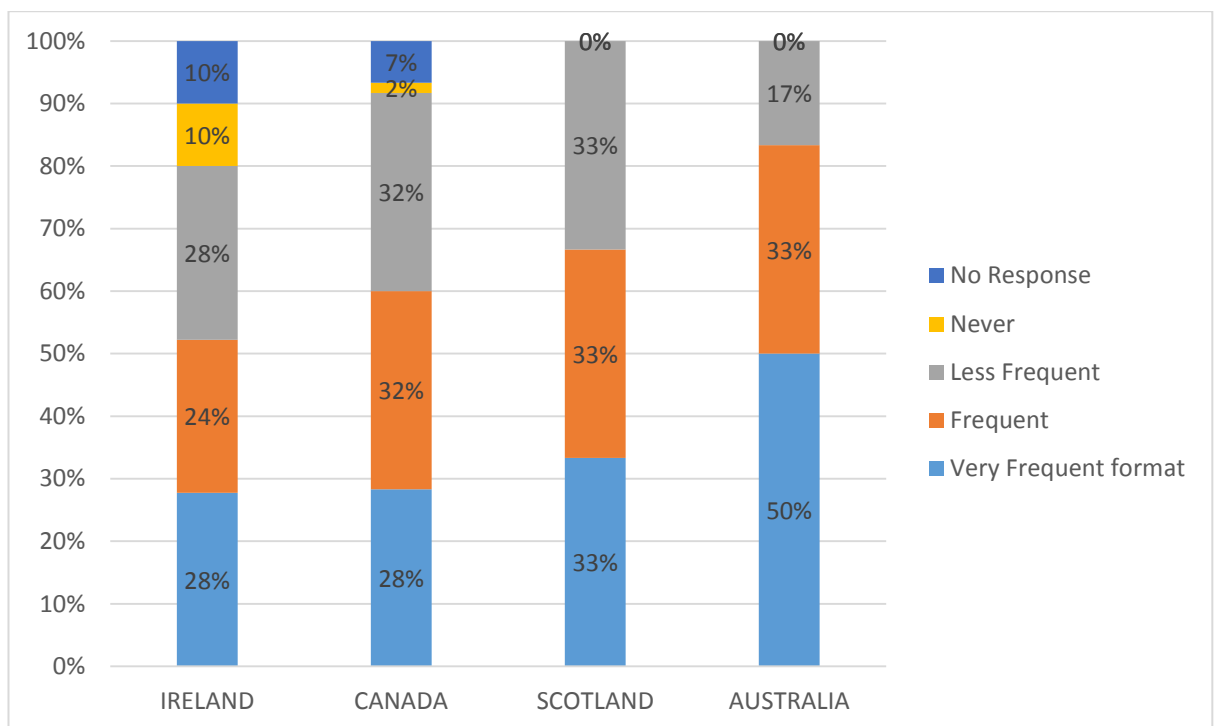
16.06: Format of CPD most frequently experienced - In-class demonstrations / modelling



16.07: Format of CPD most frequently experienced - Professional network /support group discussion



16.08: Format of CPD most frequently experienced - CPD as a collaborative process with colleagues



Appendix 17

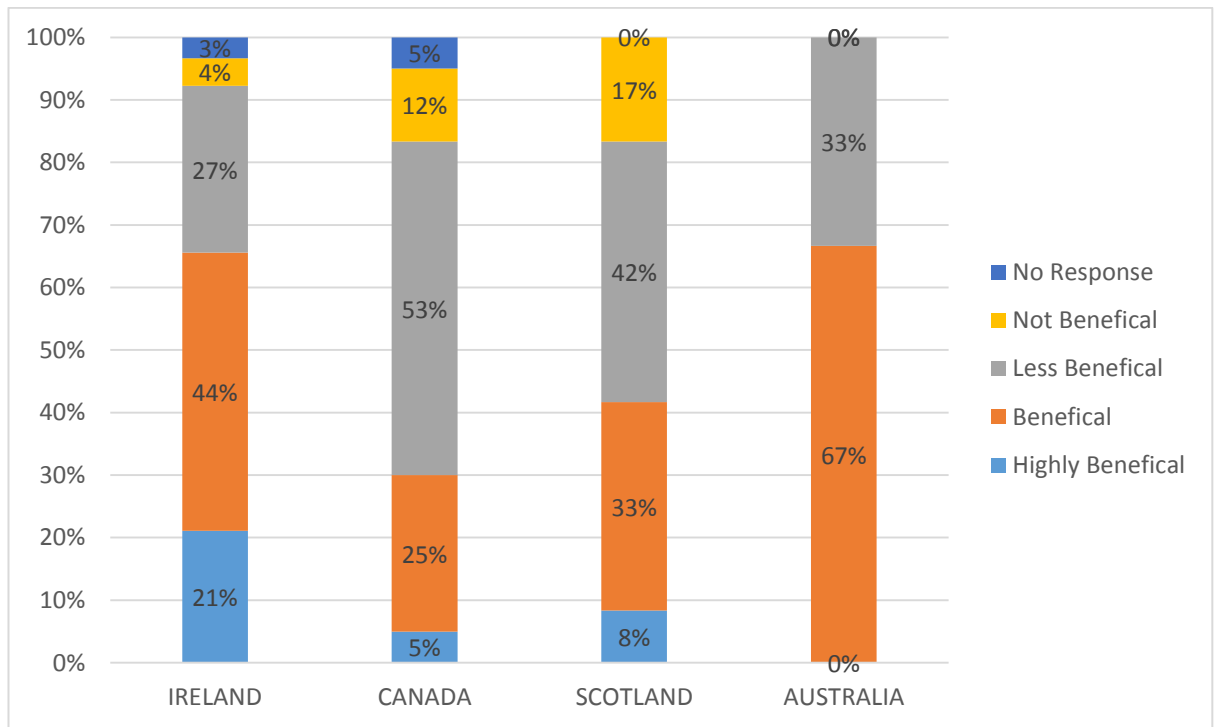
Questionnaire Q.17 - Benefits of various CPD formats

Bar Charts for Responses 17.01 – 17.08

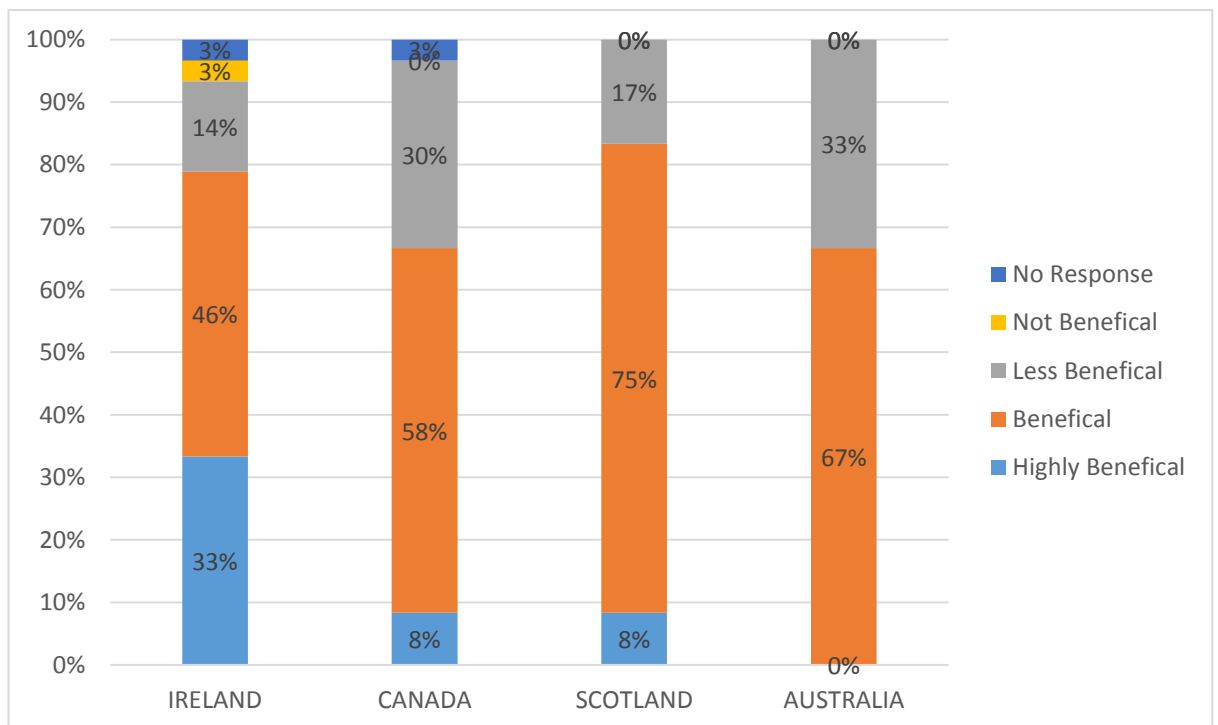
Number of Respondents

Ireland	90
Canada	60
Scotland	12
Australia	6
Total	168

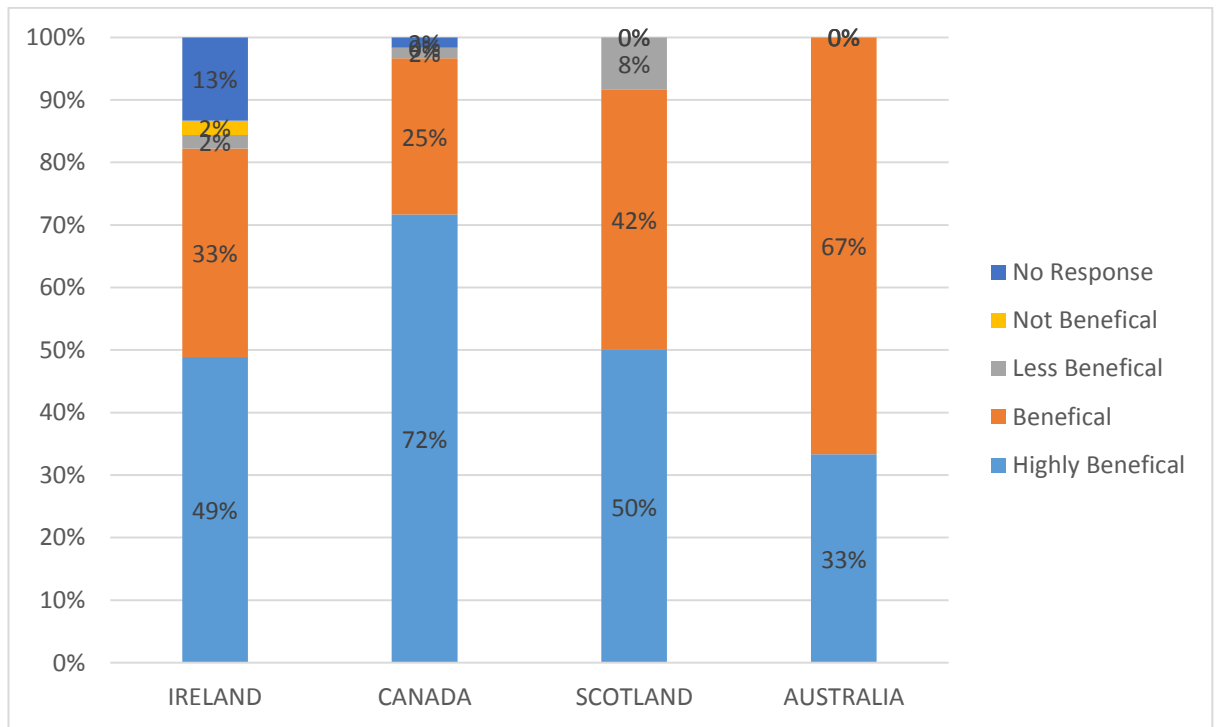
17.01: Benefits of various CPD formats - Benefits of formal lectures



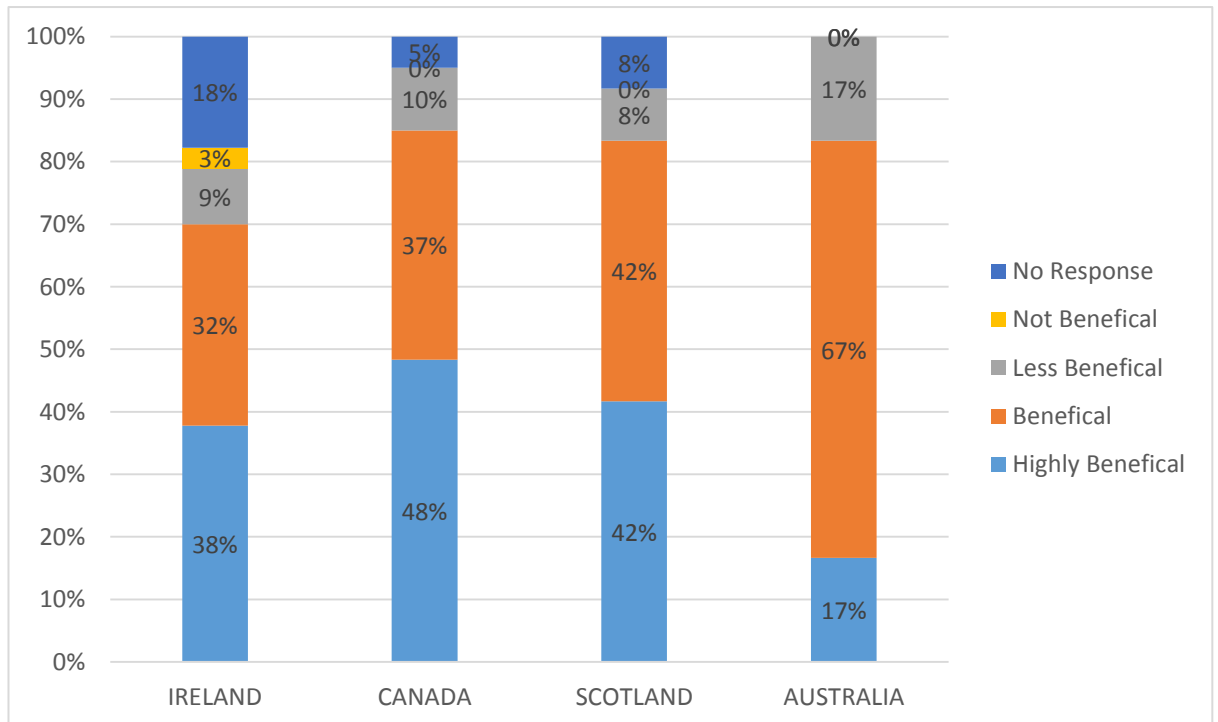
17.02: Benefits of various CPD formats - Benefits of information delivery sessions



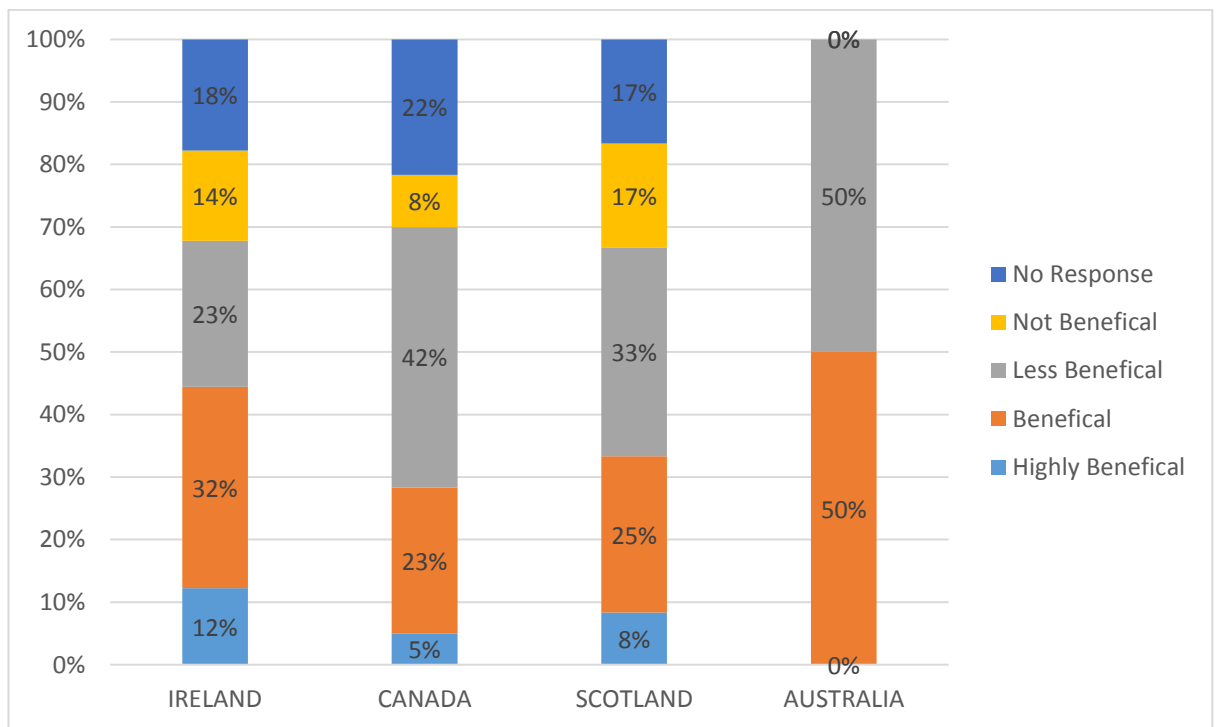
17.03: Benefits of various CPD formats - Benefits of interactive seminars



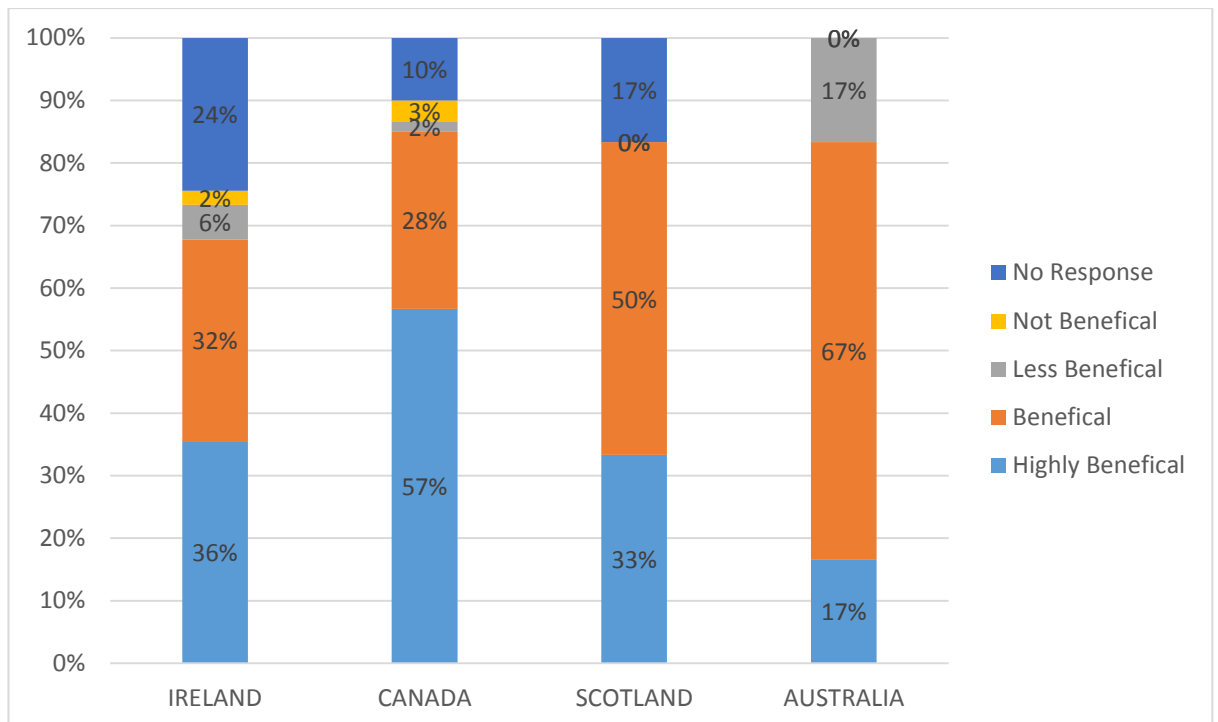
17.04: Benefits of various CPD formats - Benefits of focus group meetings



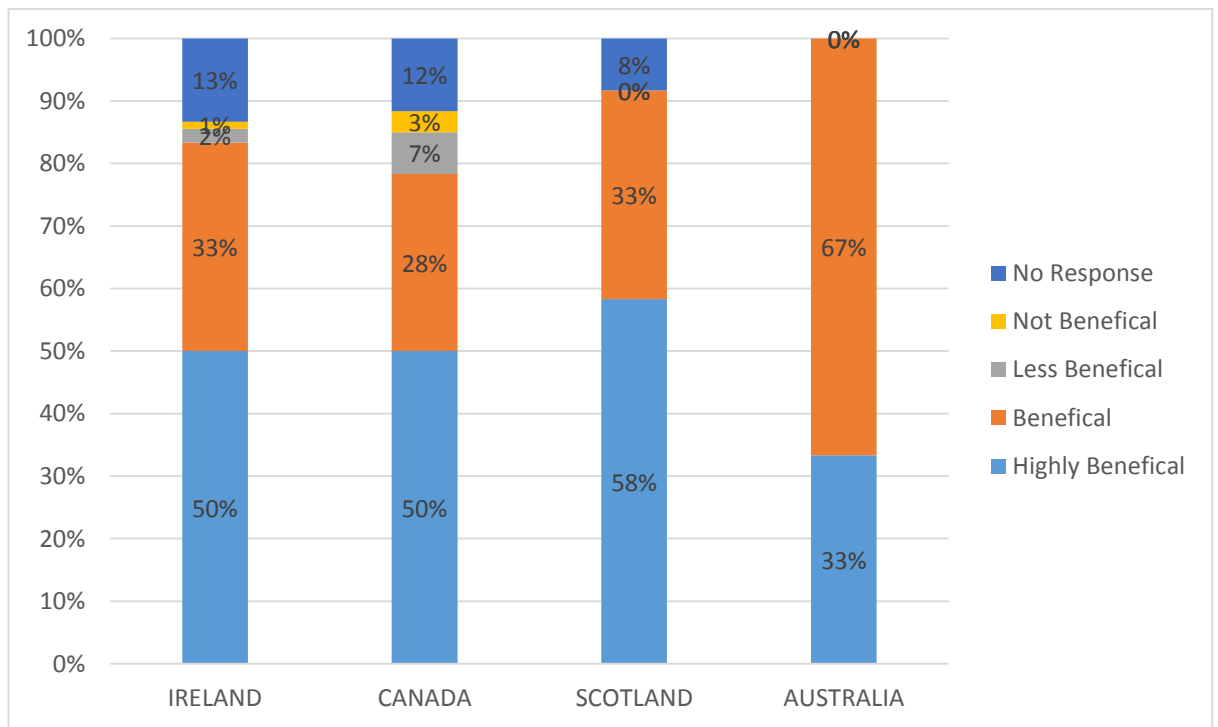
17.05: Benefits of various CPD formats - Benefits of on-line courses



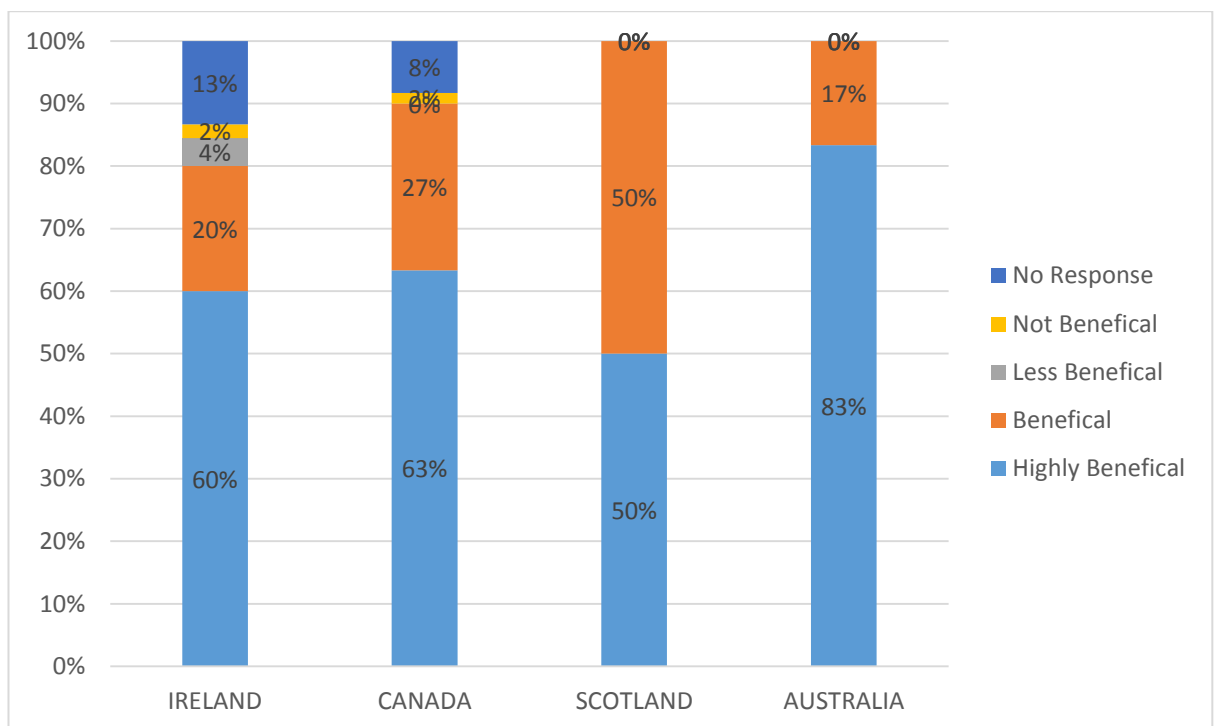
17.06: Benefits of various CPD formats - Benefits of in-class demonstrations / modelling



17.07: Benefits of various CPD formats - Benefits of professional network /support group discussion



17.08: Benefits of various CPD formats - Benefits of CPD as a collaborative process with colleagues



Appendix 18

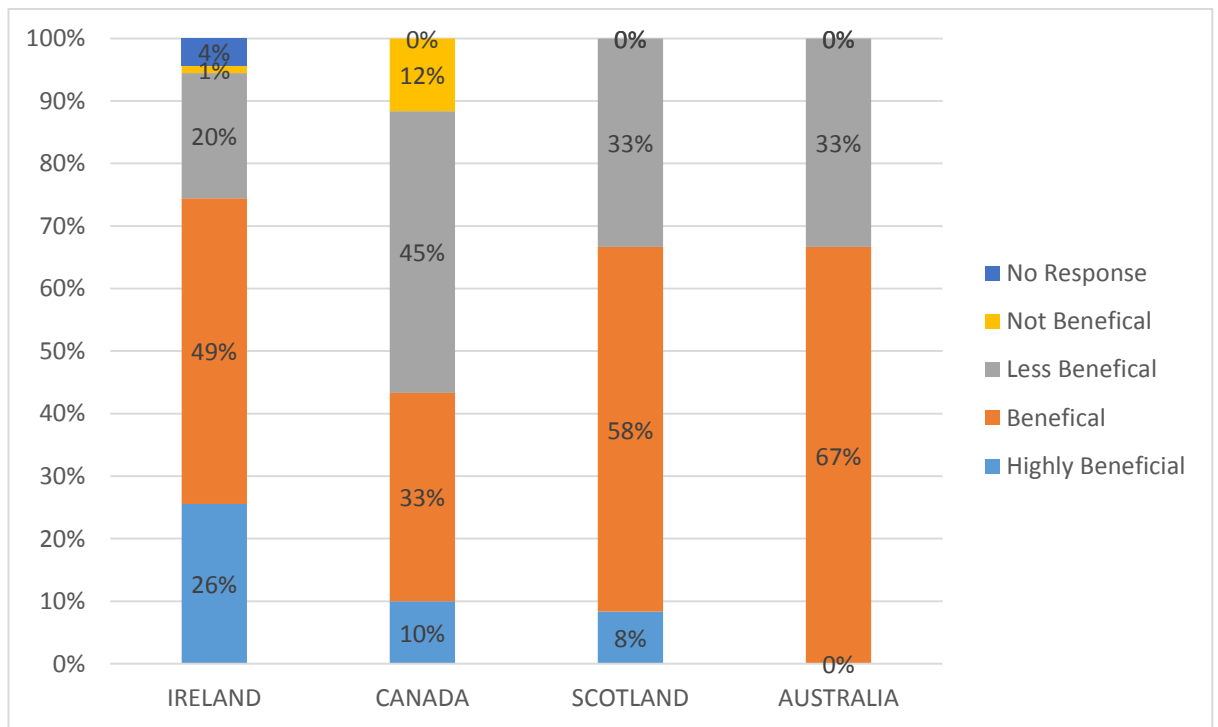
Questionnaire Q.18 - Benefits of various CPD Methodologies

Bar Charts for Responses 18.01 – 18.14

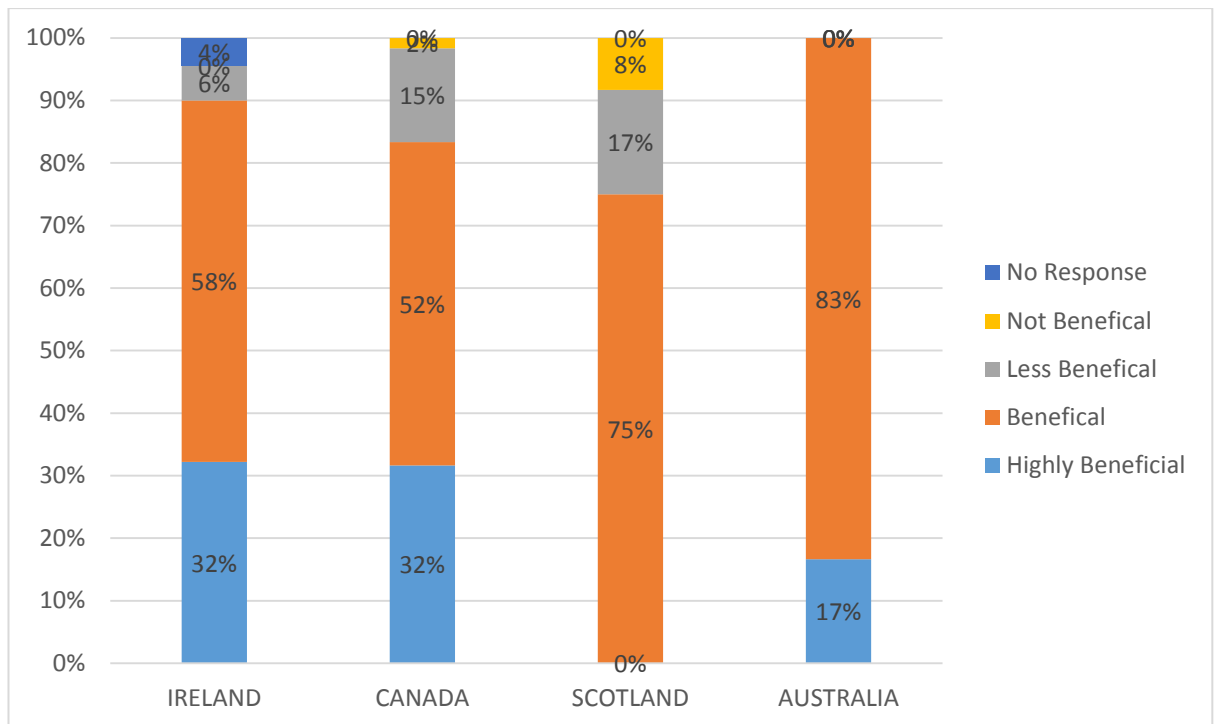
Number of Respondents

Ireland	90
Canada	60
Scotland	12
Australia	6
Total	168

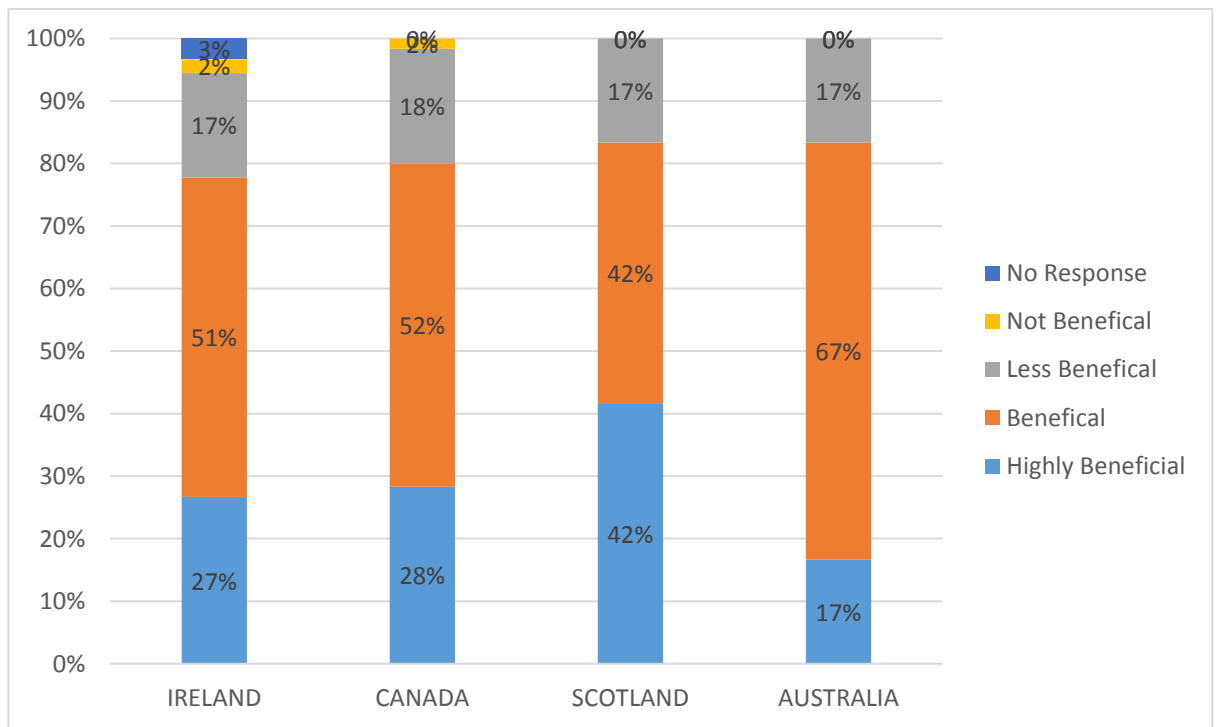
18.01: Benefits of various CPD Methodologies - Benefits of lectures and information inputs



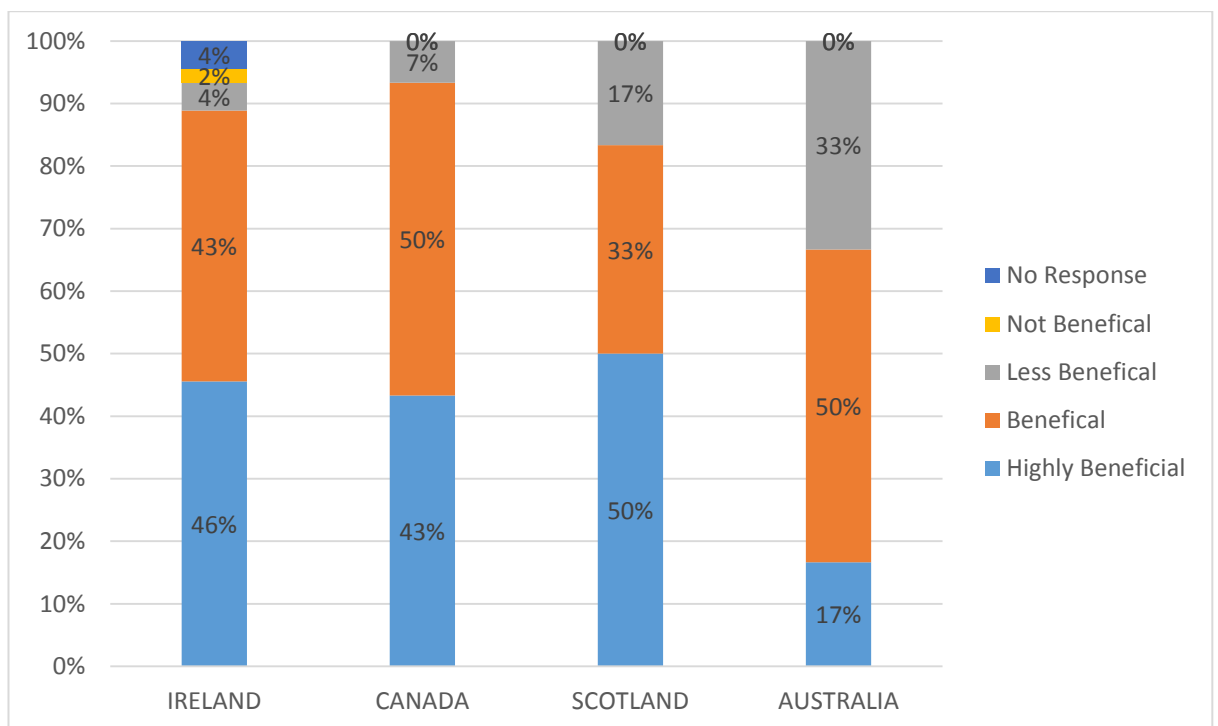
18.02: Benefits of various CPD Methodologies - Benefits of brainstorming



18.03: Benefits of various CPD Methodologies - Benefits of paired activity / discussion



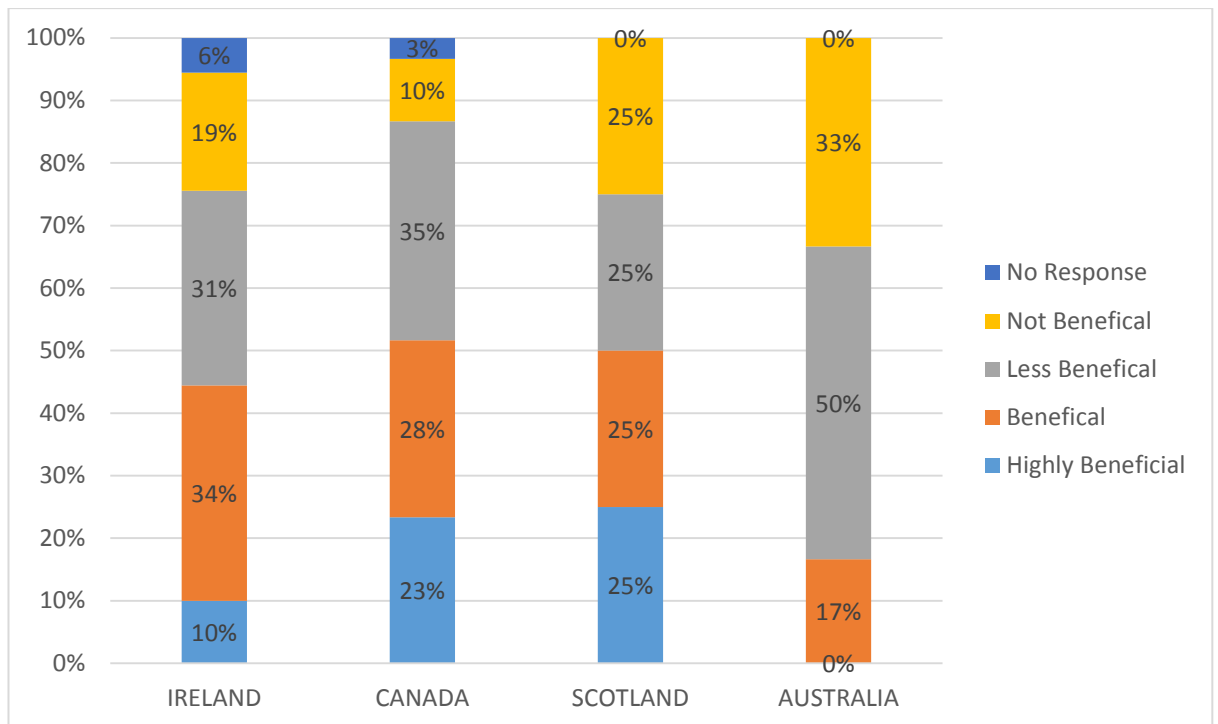
18.04: Benefits of various CPD Methodologies - Benefits of small group activity / discussion



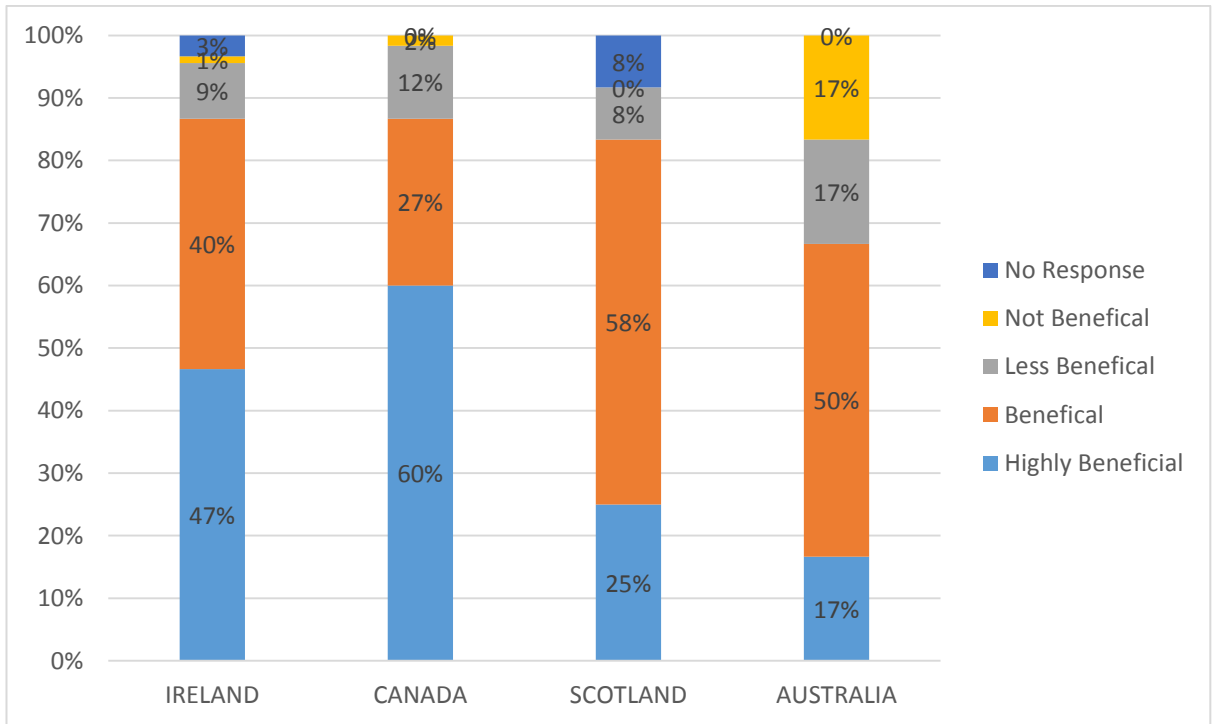
18.05: Benefits of various CPD Methodologies - Benefits of whole group activity / discussion



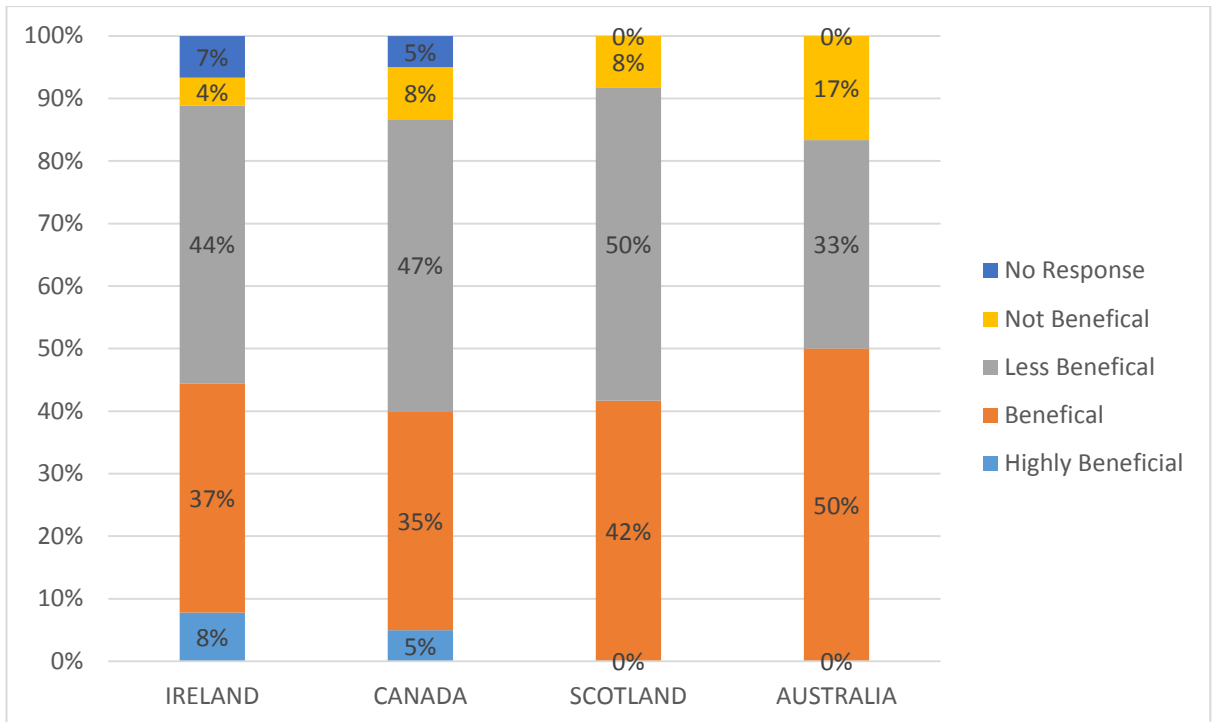
18.06: Benefits of various CPD Methodologies - Benefits of role-play / simulations



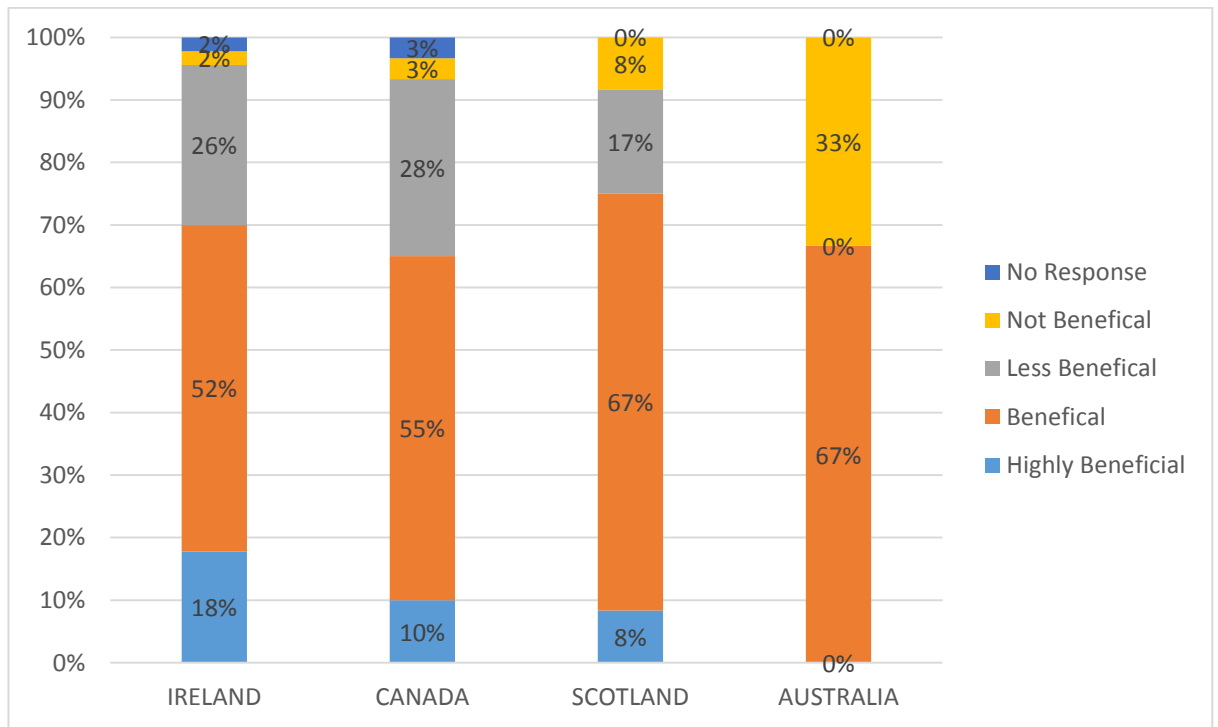
18.07: Benefits of various CPD Methodologies - Benefits of demonstrations / modelling



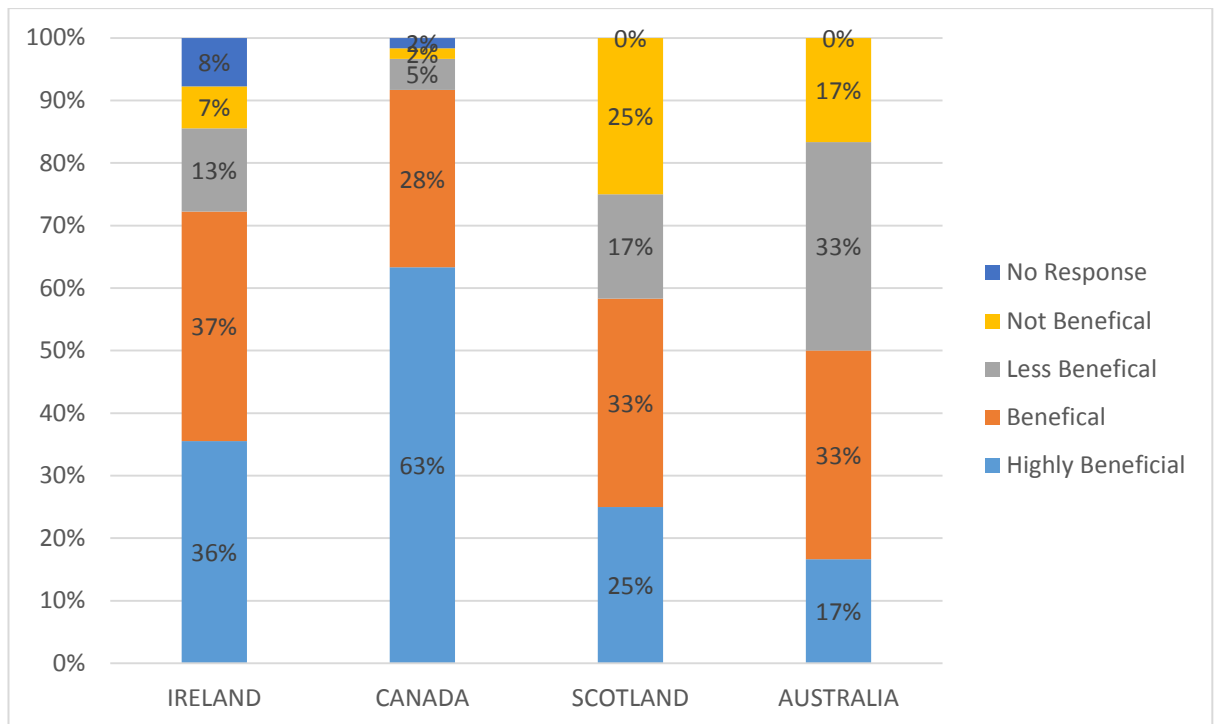
18.08: Benefits of various CPD Methodologies - Benefits of writing activities



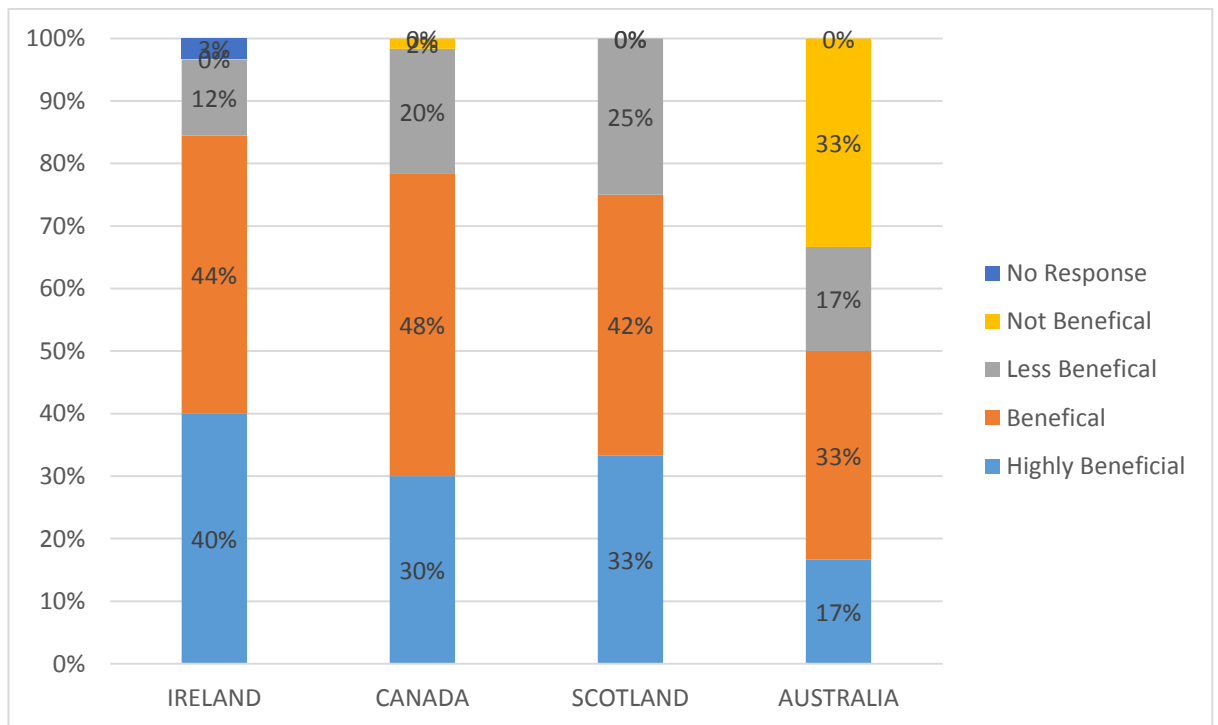
18.09: Benefits of various CPD Methodologies - Benefits of listening activities



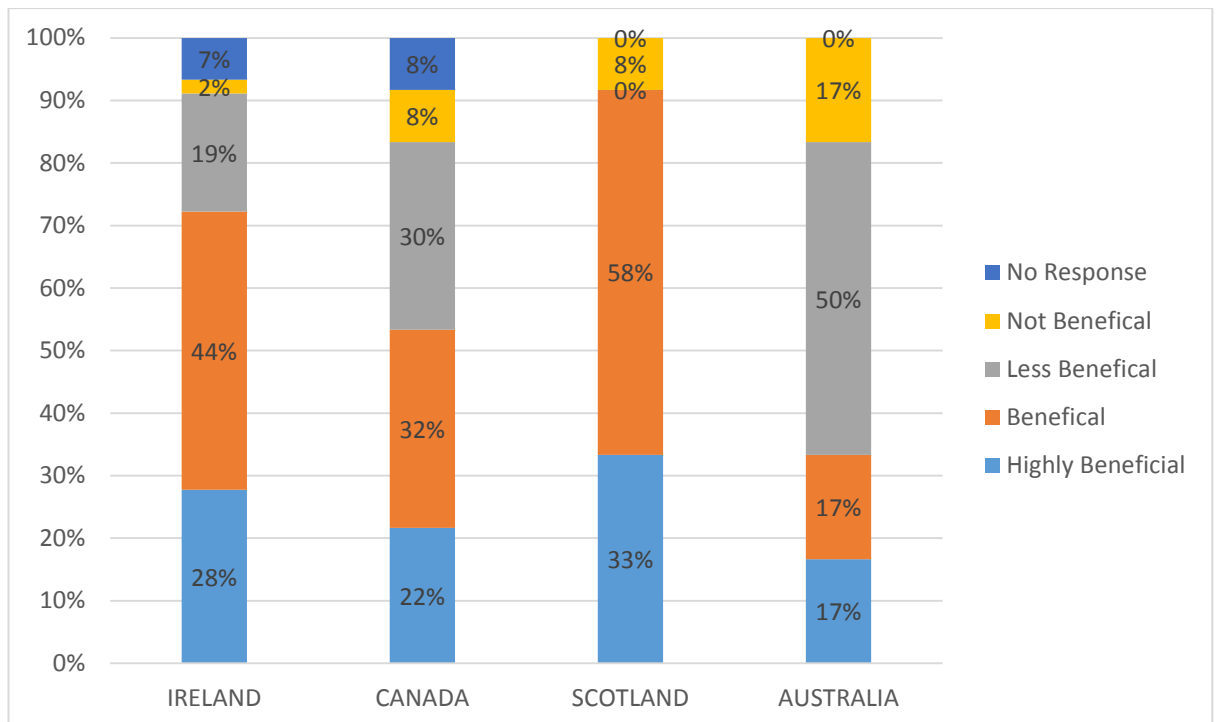
18.10: Benefits of various CPD Methodologies - Benefits of “Making and Doing” activities



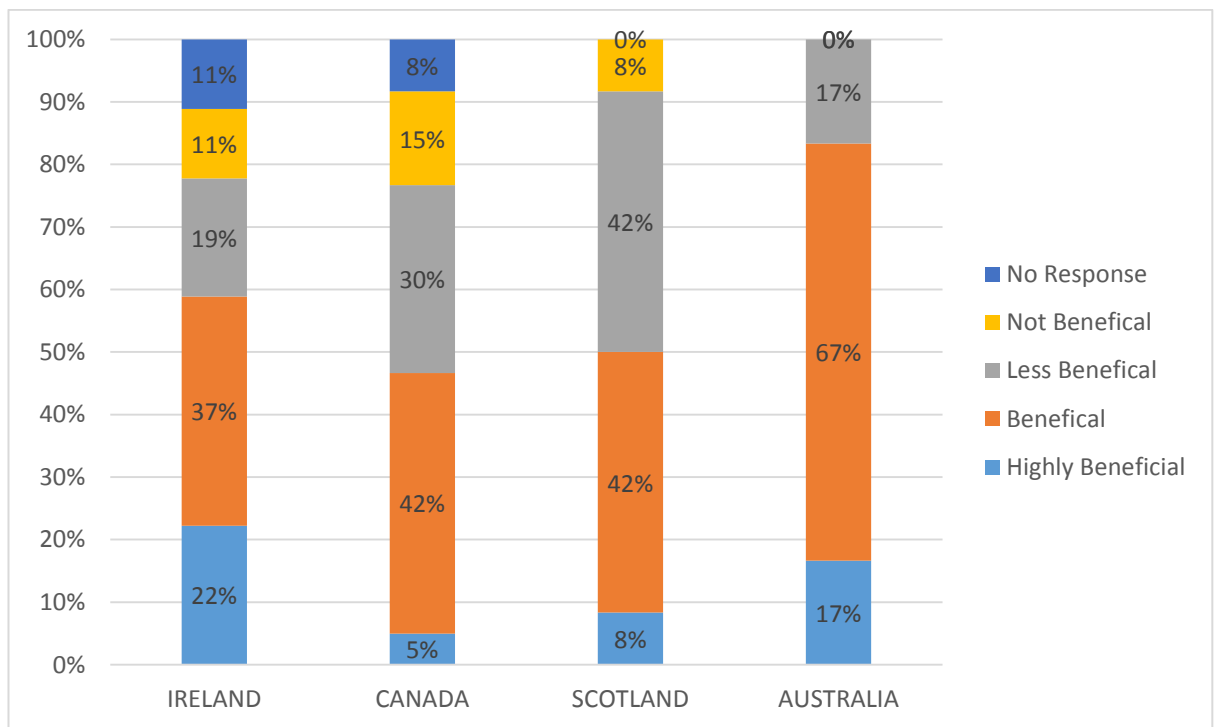
18.11: Benefits of various CPD Methodologies - Benefits of using audio-visual equipment



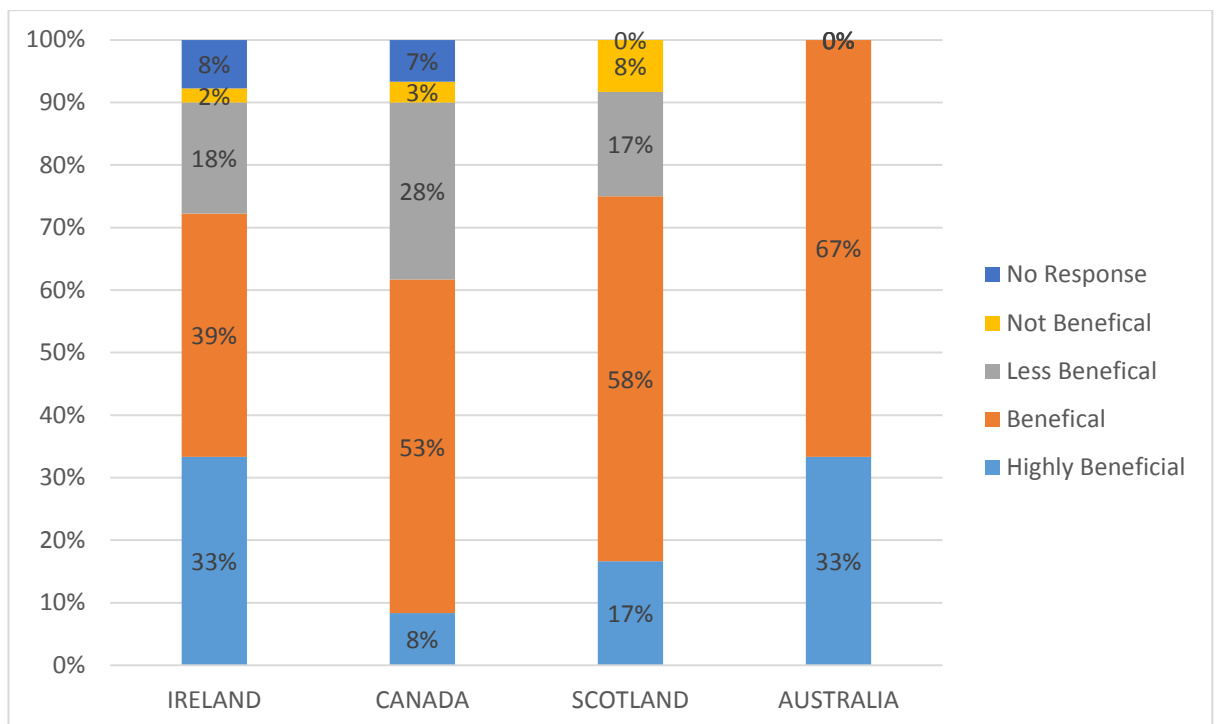
18.12: Benefits of various CPD Methodologies - Benefits of research activities



18.13: Benefits of various CPD Methodologies - Benefits of on-line activities



18.14: Benefits of various CPD Methodologies - Benefits of IT / computer-based activities



Appendix 19

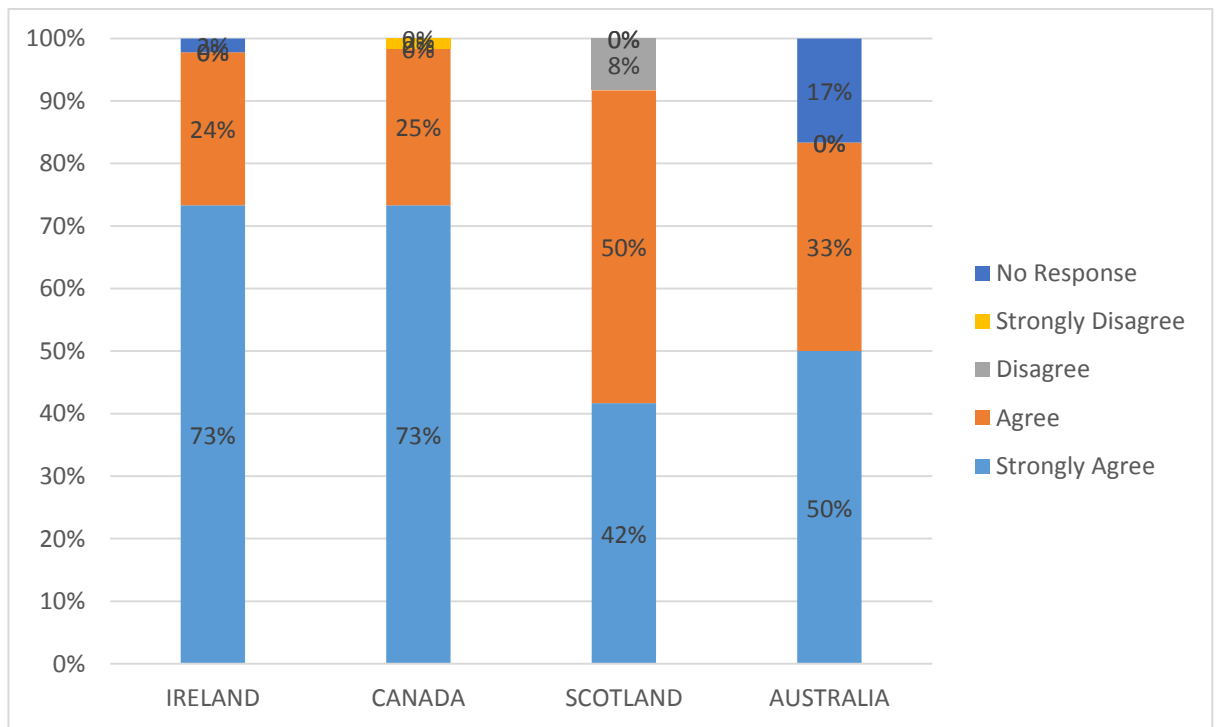
Questionnaire Q.19 - Attitudes and values regarding CPD

Bar Charts for Responses 19.01 – 19.22

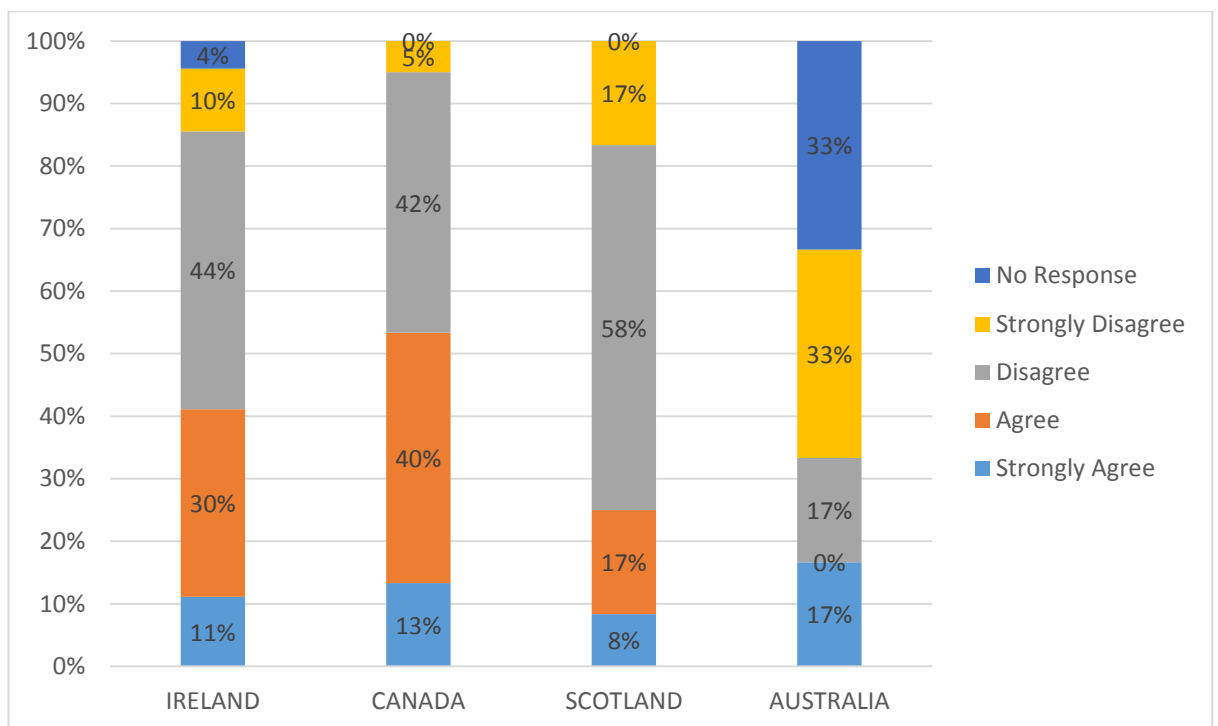
Number of Respondents

Ireland	90
Canada	60
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Total	168

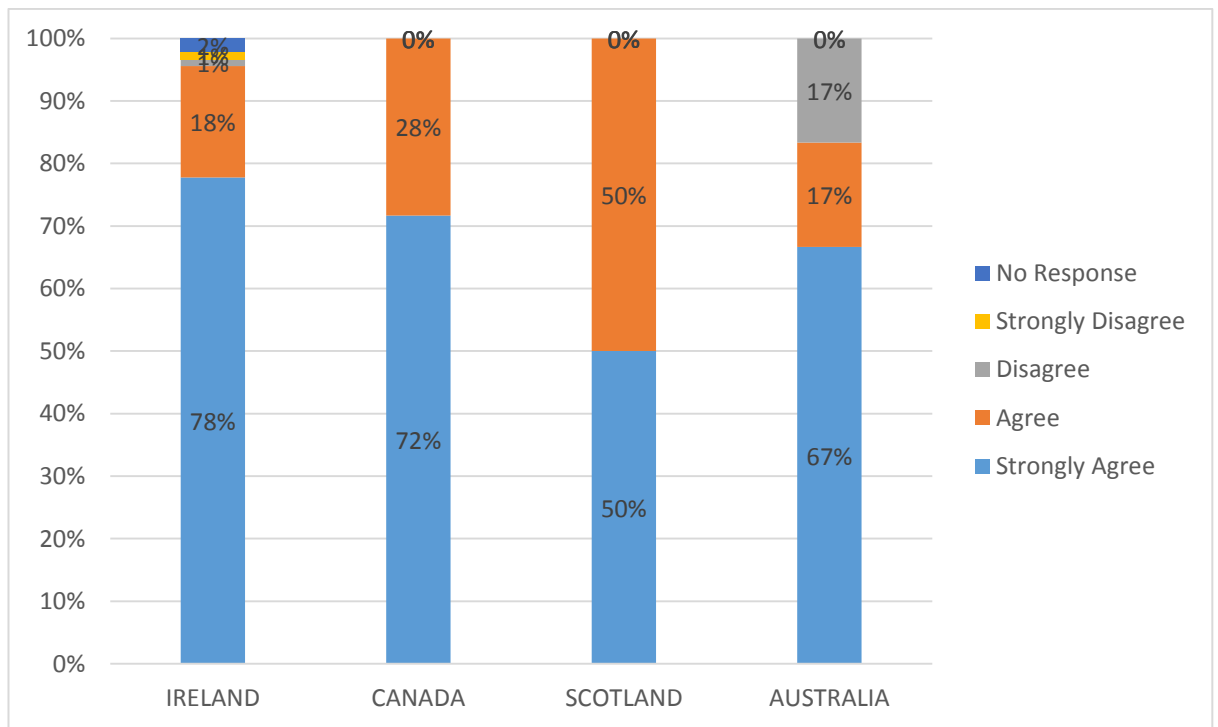
19.01: Attitudes and values regarding CPD - CPD should be linked to teachers' practice



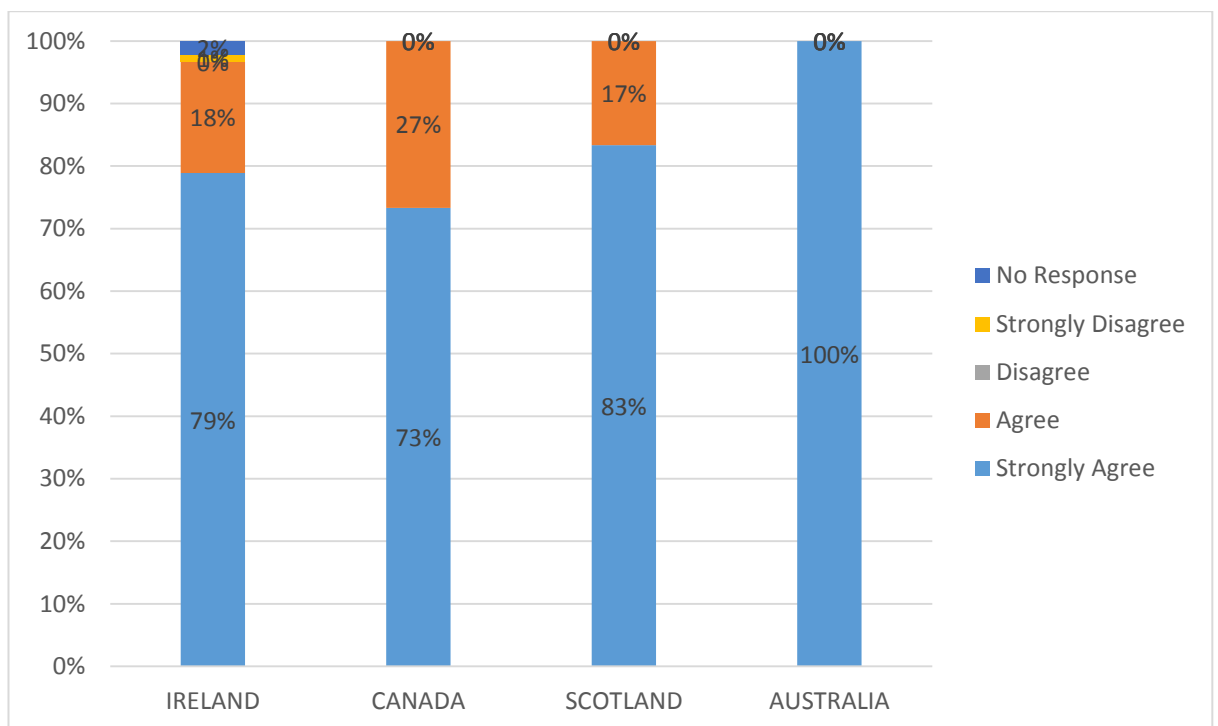
19.02: Attitudes and values regarding CPD - Teachers have sole responsibility for their engagement in CPD



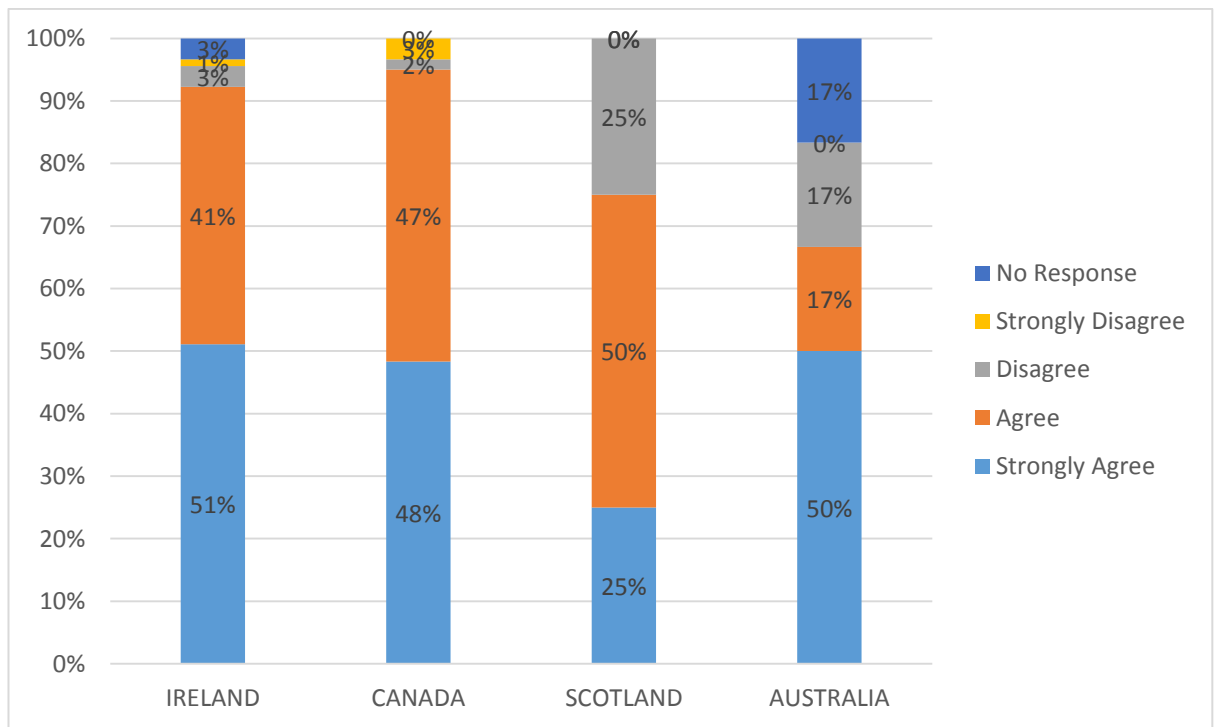
19.03: Attitudes and values regarding CPD - Teachers' CPD should be supported by school management and the state



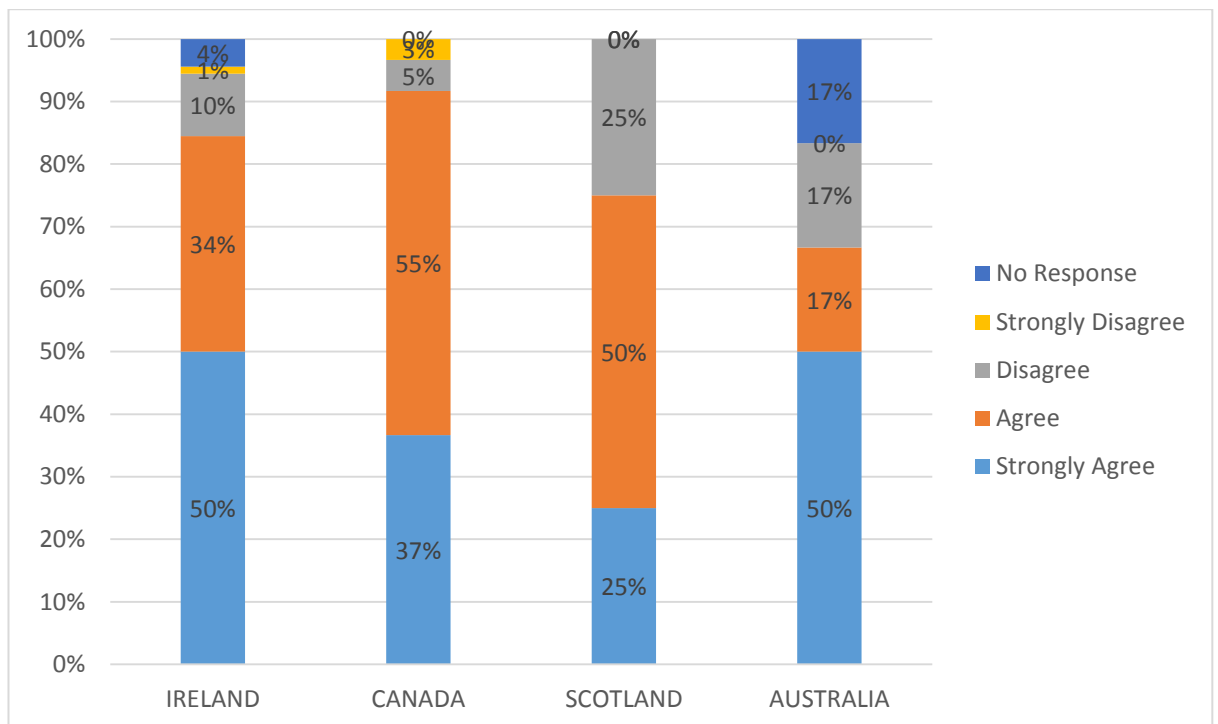
19.04: Attitudes and values regarding CPD - Schools should have a CPD budget from state funds



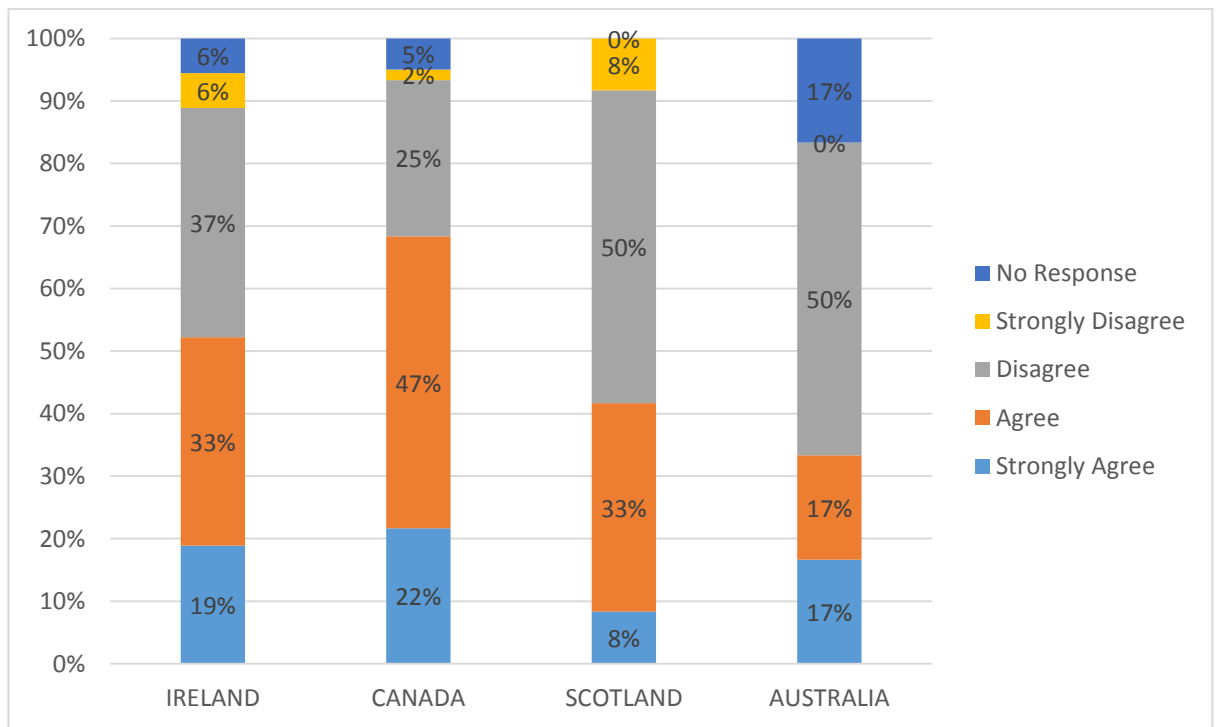
19.05: Attitudes and values regarding CPD - School staff should decide on their CPD needs



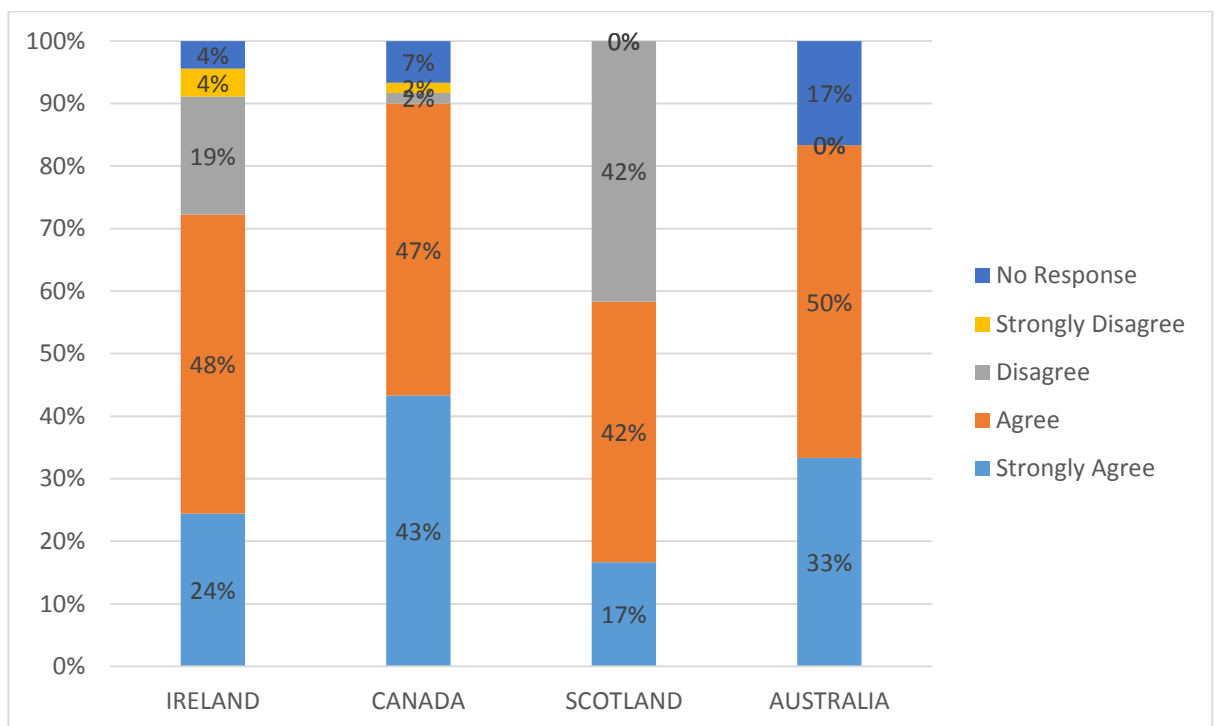
19.06: Attitudes and values regarding CPD - School staff should have ownership of the agenda for CPD



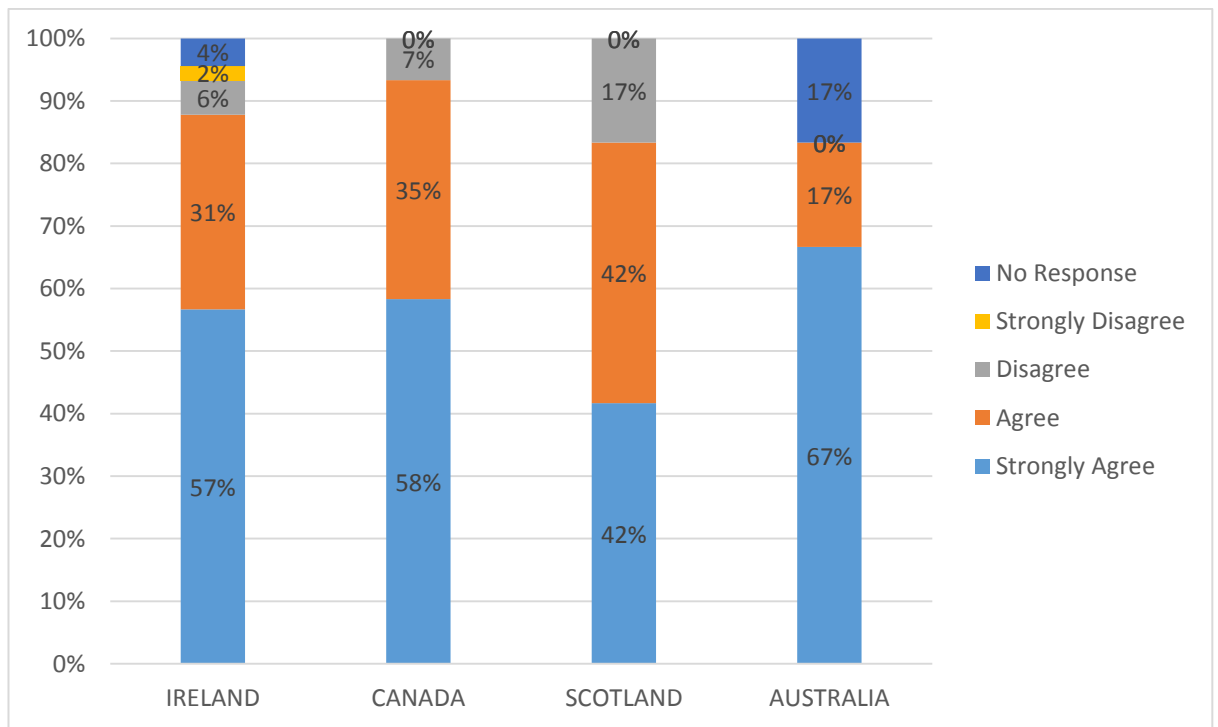
19.07: Attitudes and values regarding CPD - School staff should make their own CPD arrangements



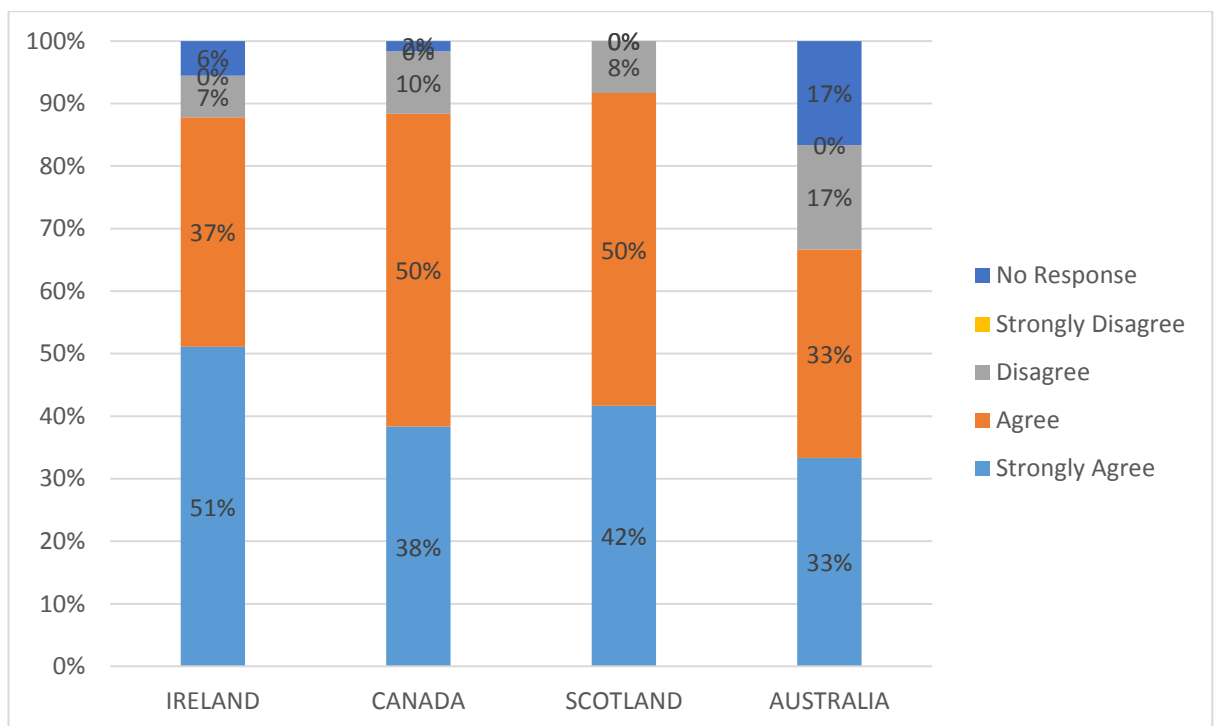
19.08: Attitudes and values regarding CPD - Individual teachers should determine personal CPD needs



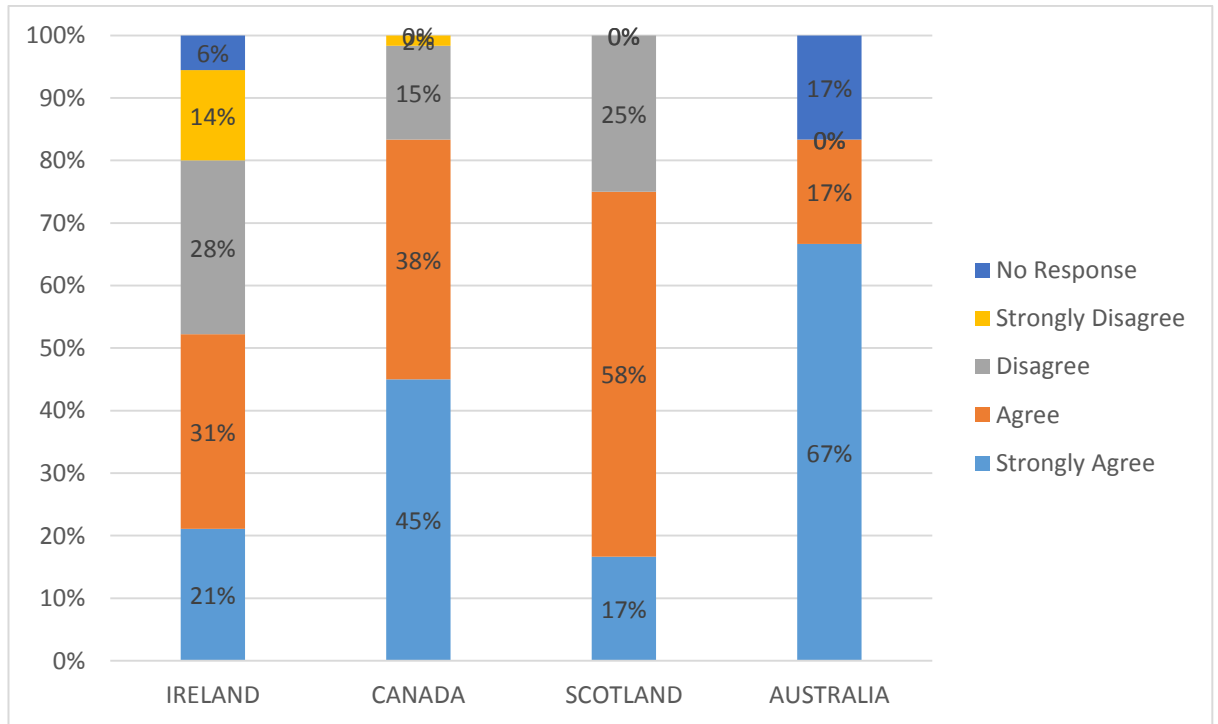
19.09: Attitudes and values regarding CPD - Personal CPD needs should be supported by the school



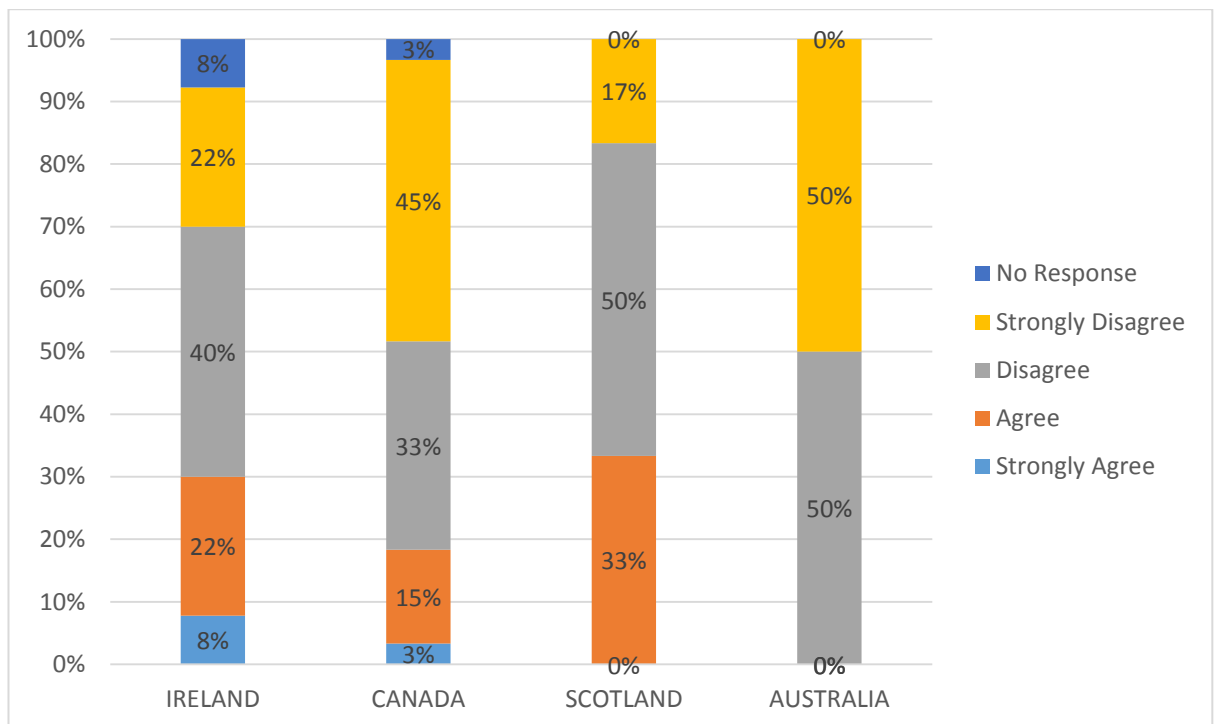
19.10: Attitudes and values regarding CPD - The state should provide for CPD focussed on the education system's needs



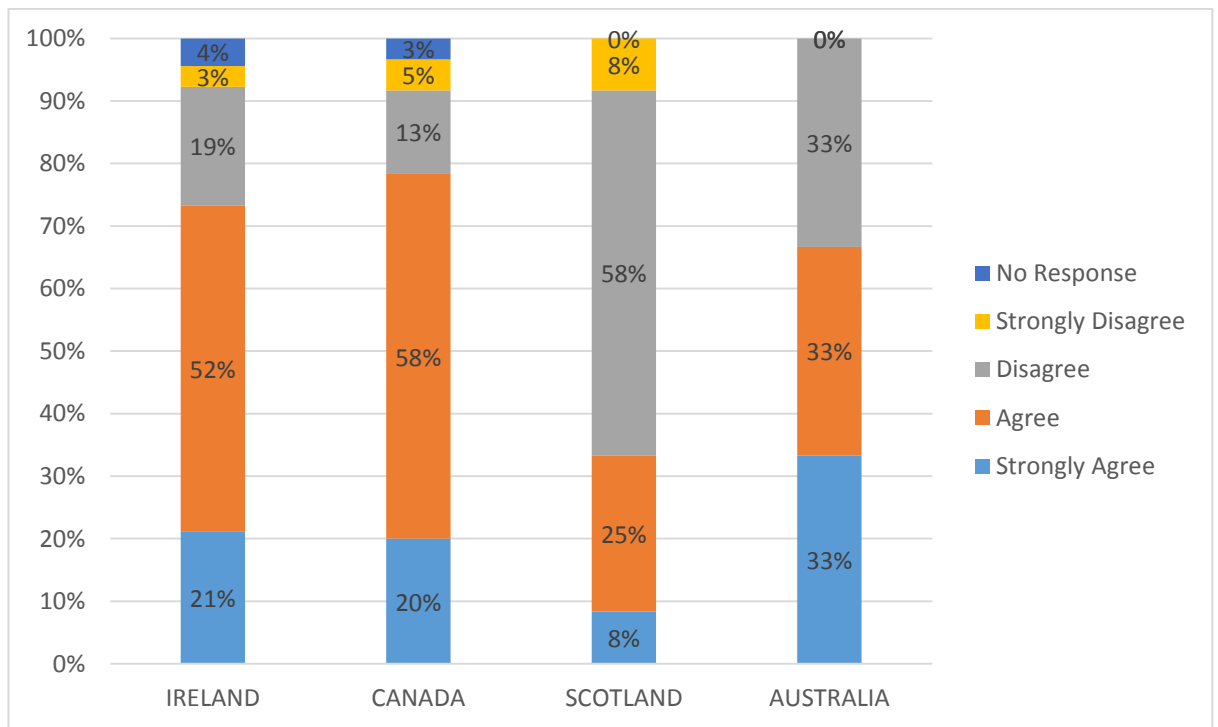
19.11: Attitudes and values regarding CPD - Schools should close for CPD during term time



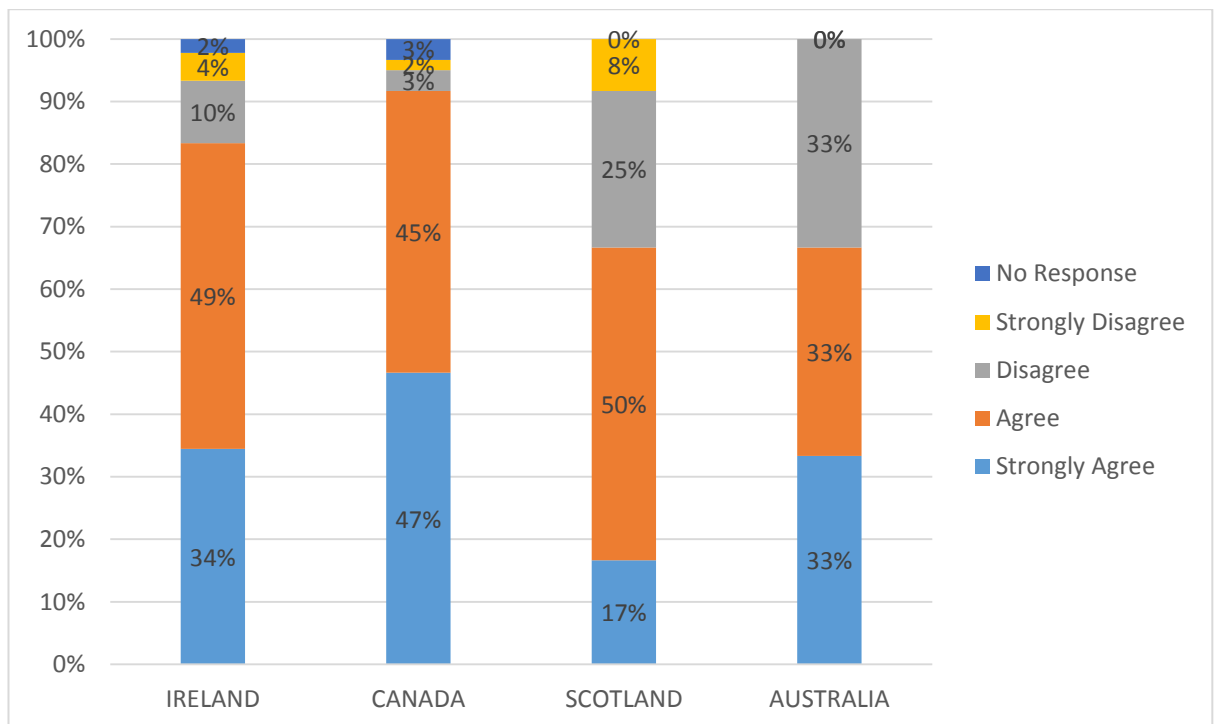
19.12: Attitudes and values regarding CPD - CPD should be undertaken during school holidays



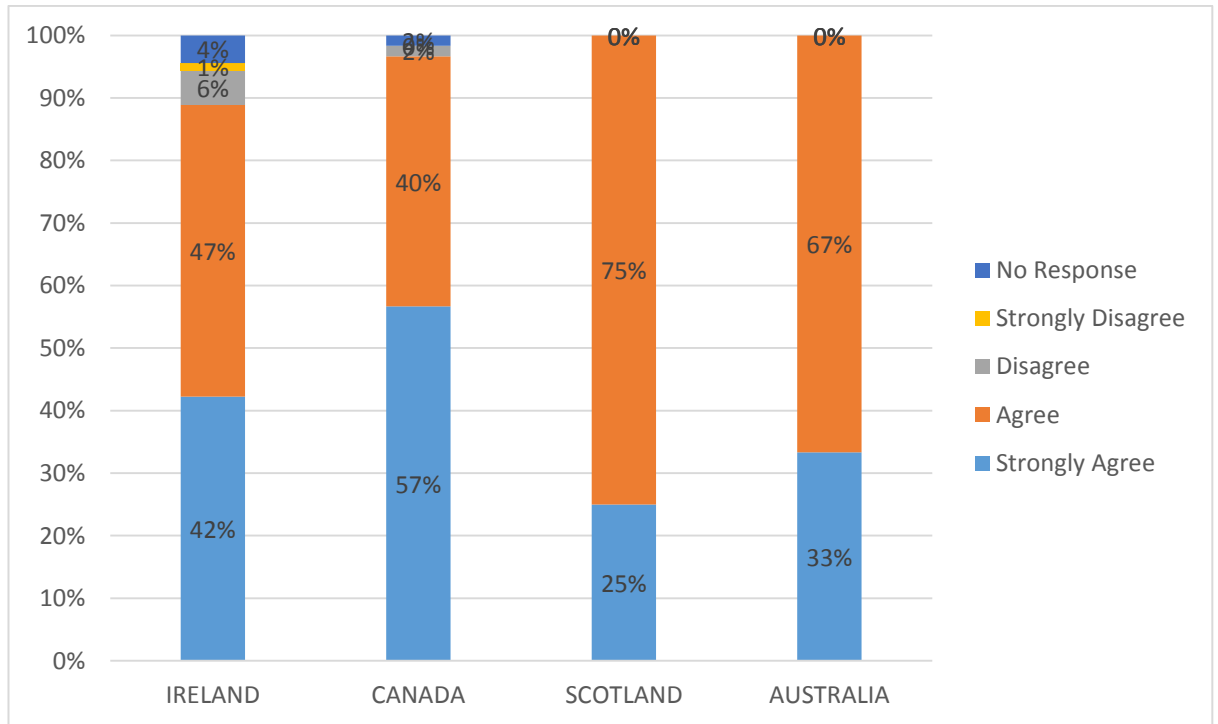
19.13: Attitudes and values regarding CPD - Teachers should be released for CPD on a rota basis



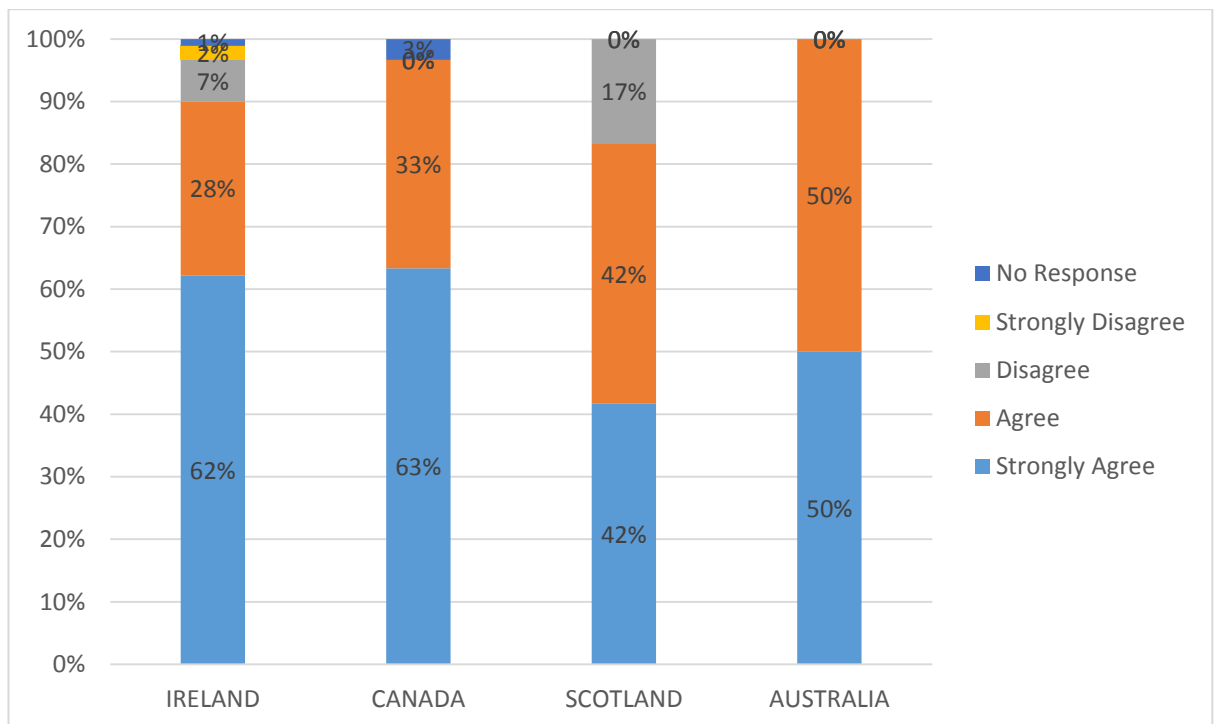
19.14: Attitudes and values regarding CPD - Teachers should have set, annual CPD days



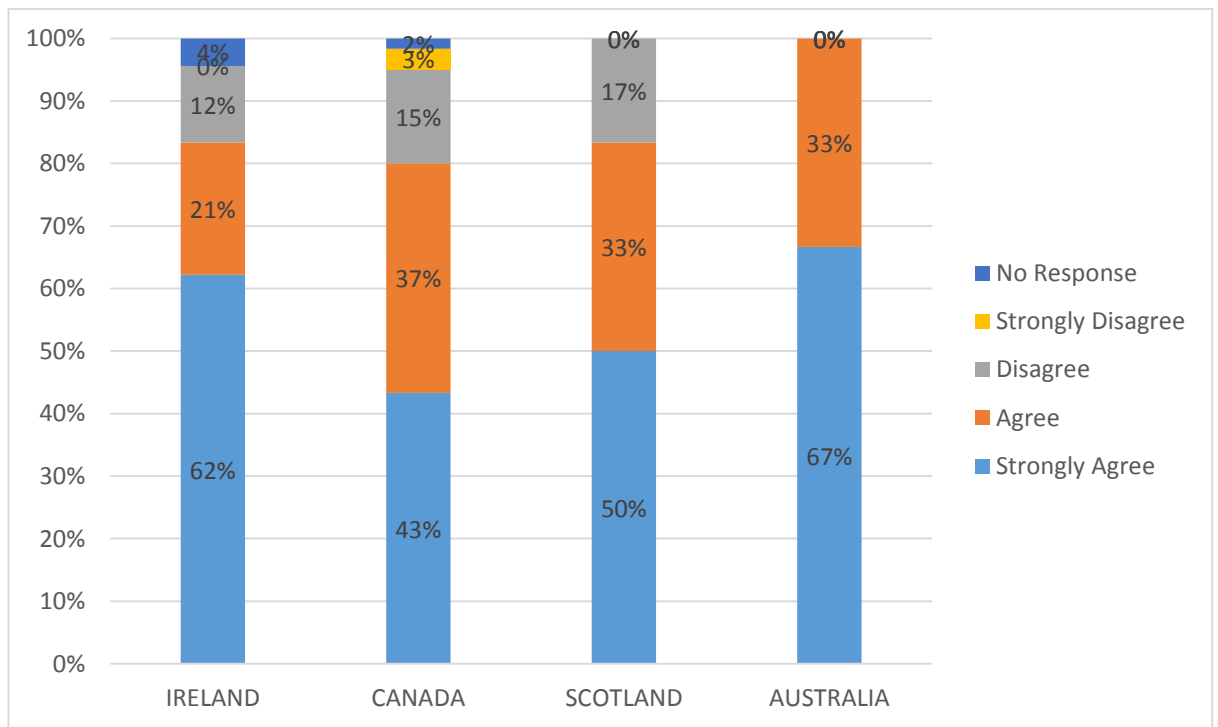
19.15: Attitudes and values regarding CPD - CPD should be structured into the school calendar



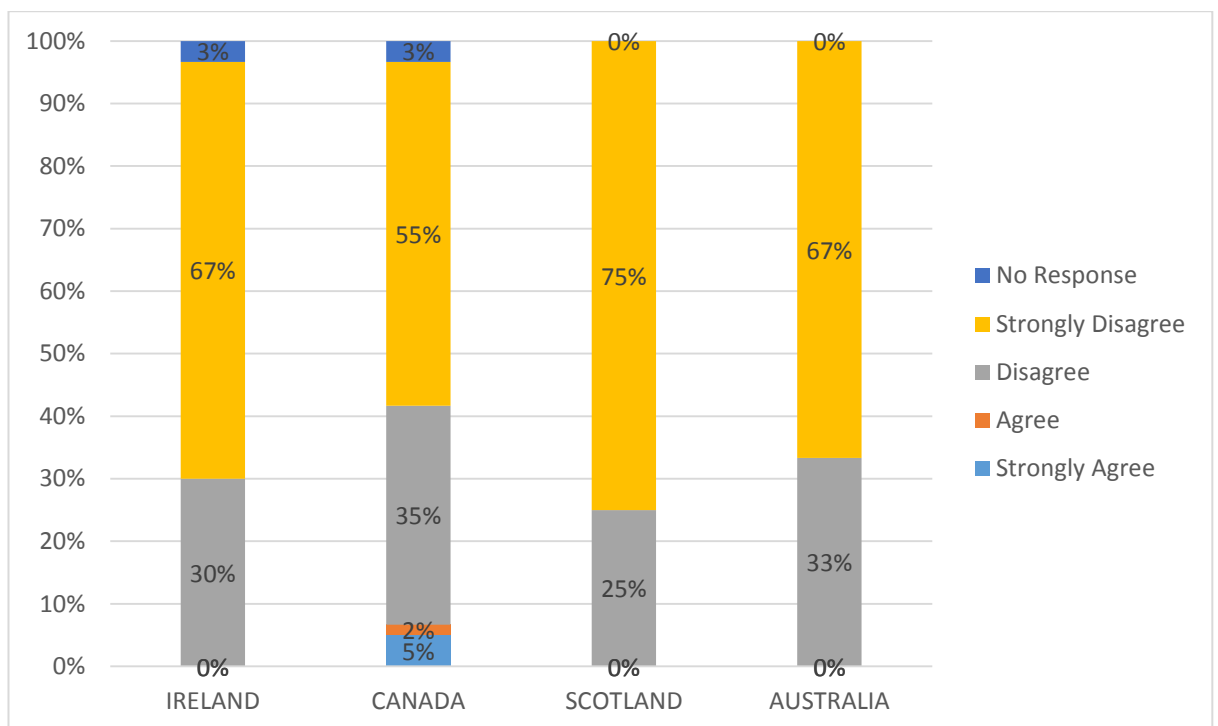
19.16: Attitudes and values regarding CPD - Substitution should be provided for teachers' CPD release



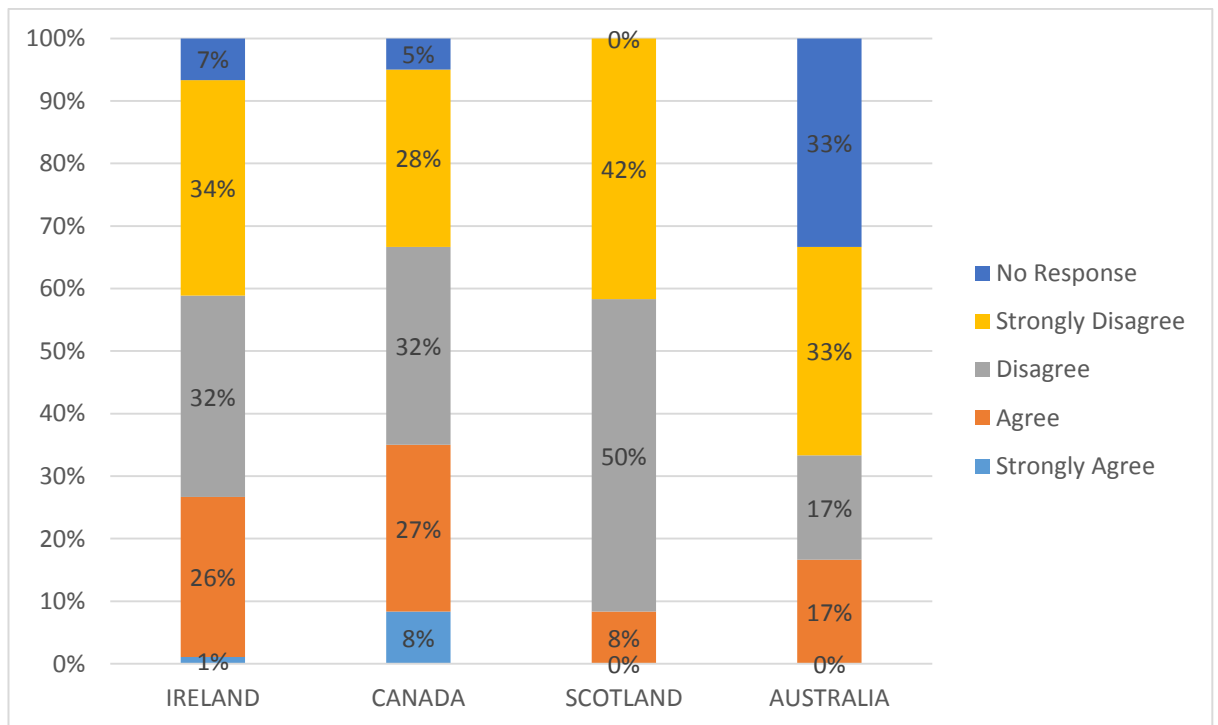
19.17: Attitudes and values regarding CPD - CPD should be free of charge to teachers



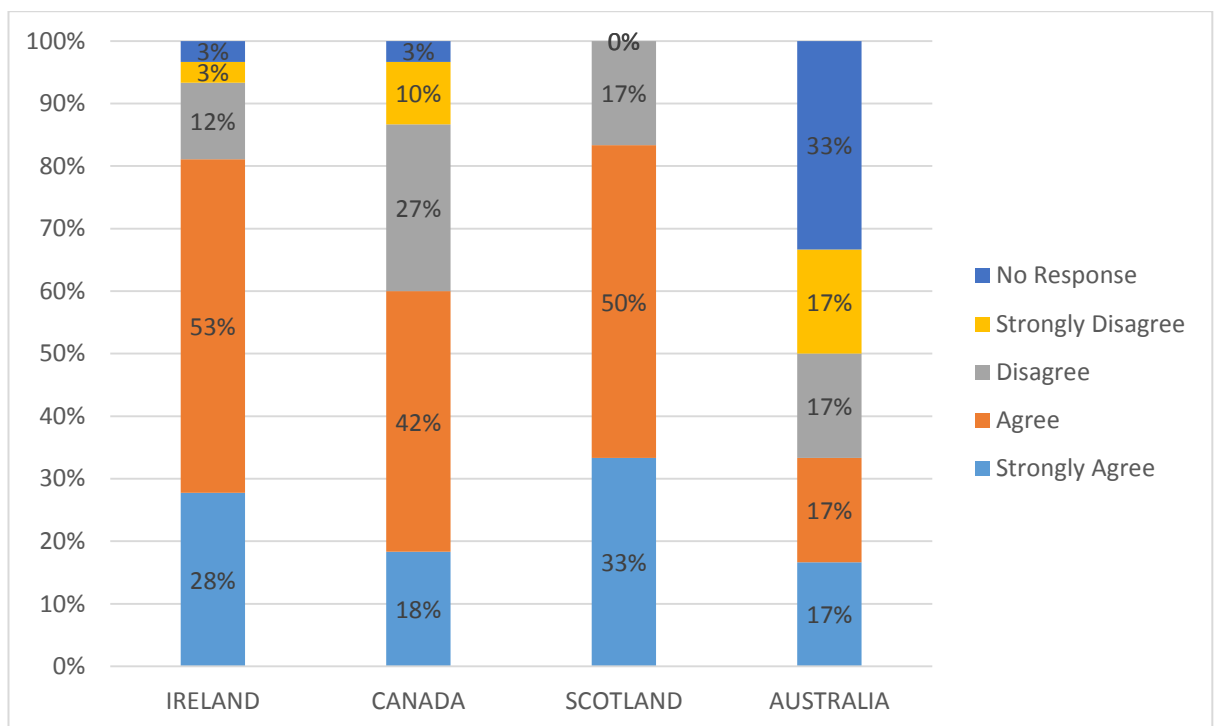
19.18: Attitudes and values regarding CPD - Teachers should pay in full for CPD activities



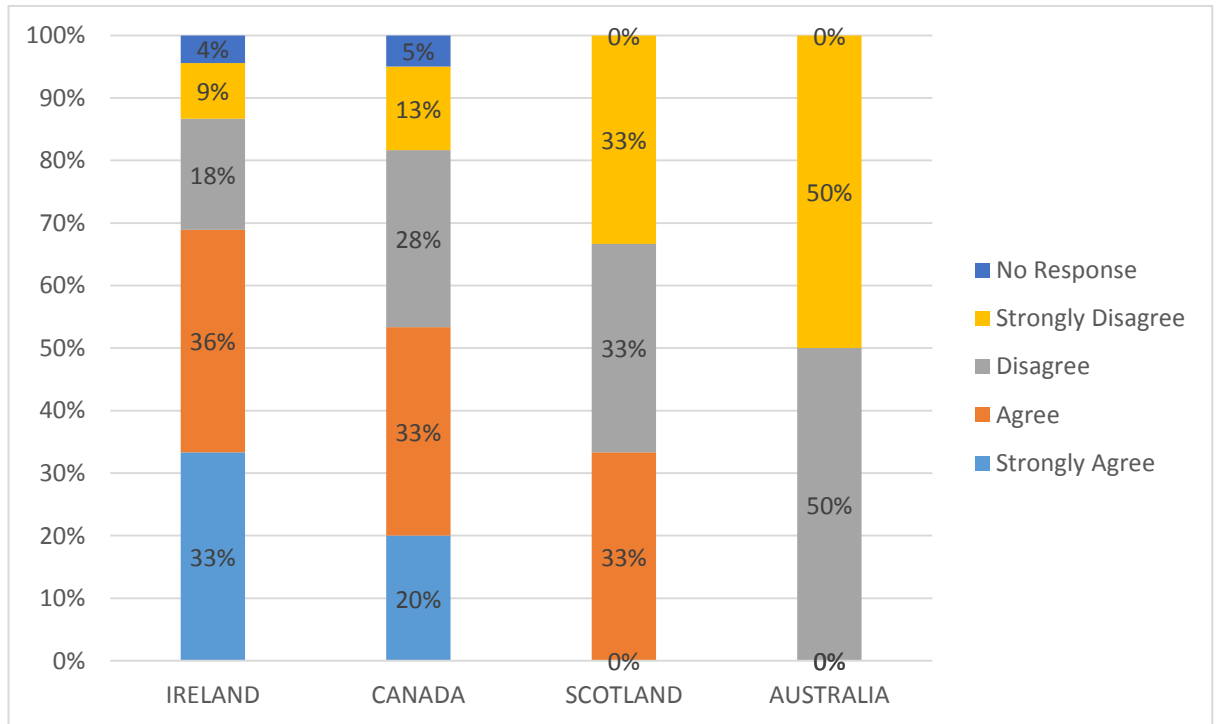
19.19: Attitudes and values regarding CPD - Teachers should contribute to the costs of CPD



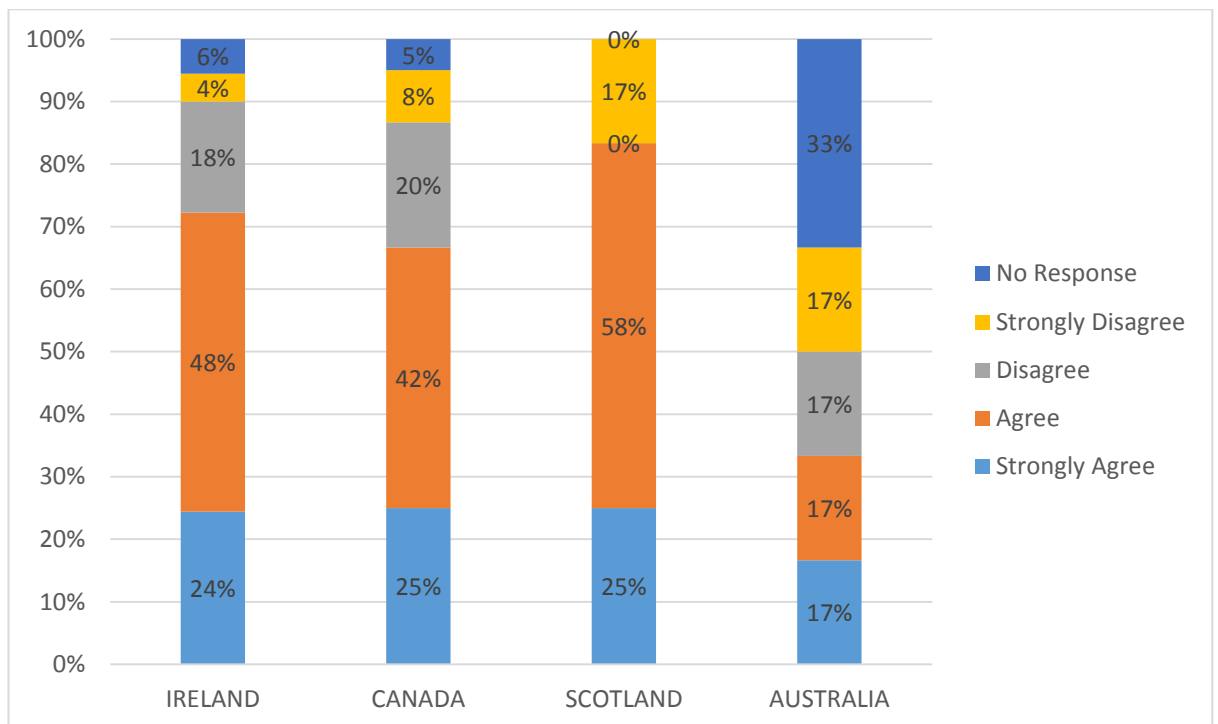
19.20: Attitudes and values regarding CPD - Teachers should be required to maintain a CPD Portfolio



19.21: Attitudes and values regarding CPD - Pay increases should be related to CPD



19.22: Attitudes and values regarding CPD - Teachers should have to account for CPD to their employer(s)



Appendix 20

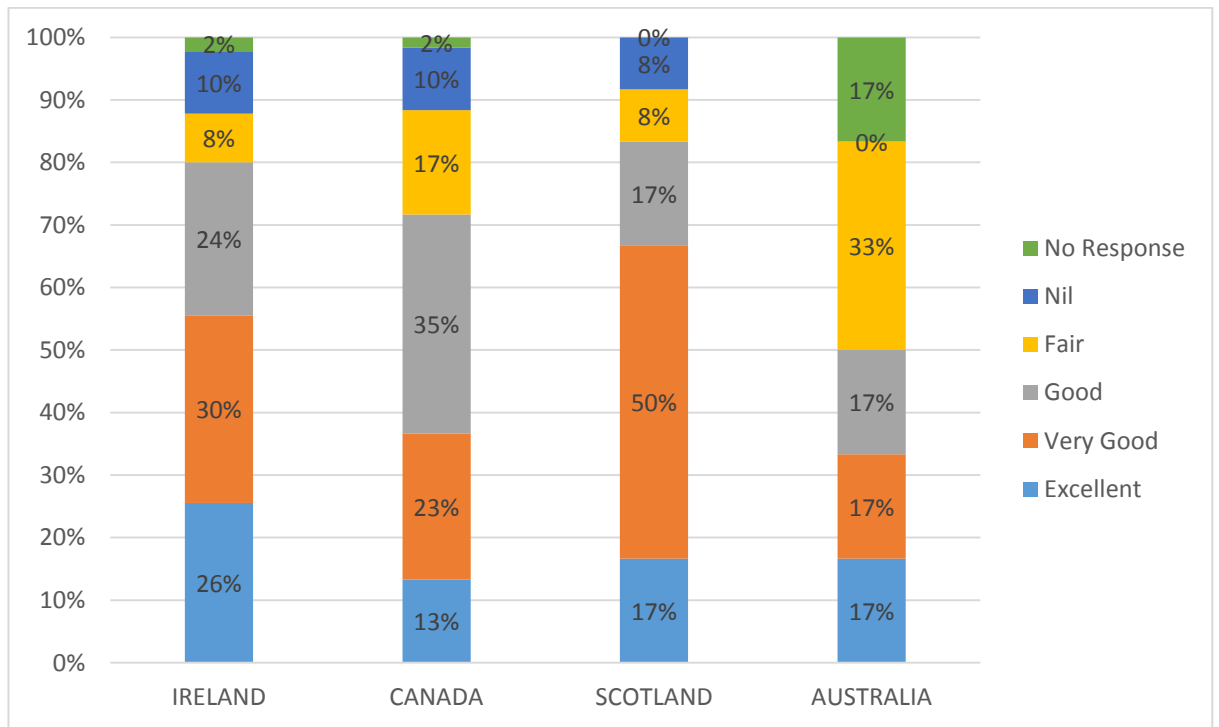
Questionnaire Q.20 - Support for CPD

Bar Charts for Responses 20.01 – 20.12

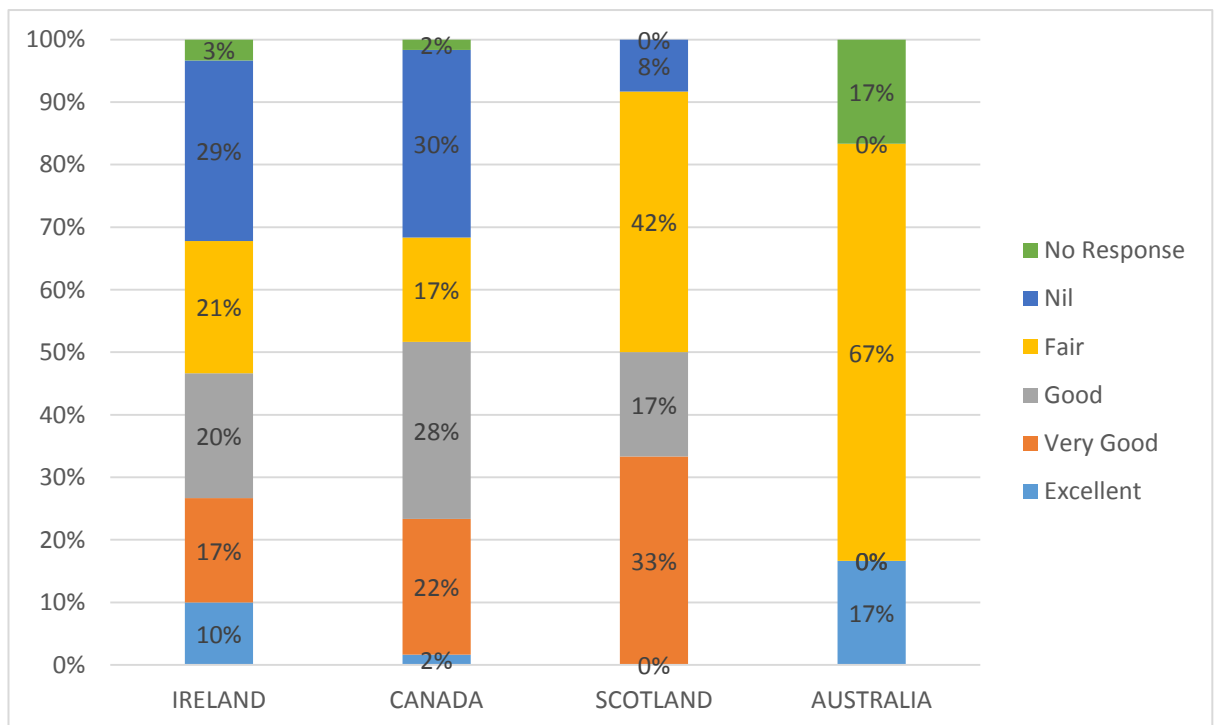
Number of Respondents

Ireland	90
Canada	60
Scotland	12
Australia	6
Total	168

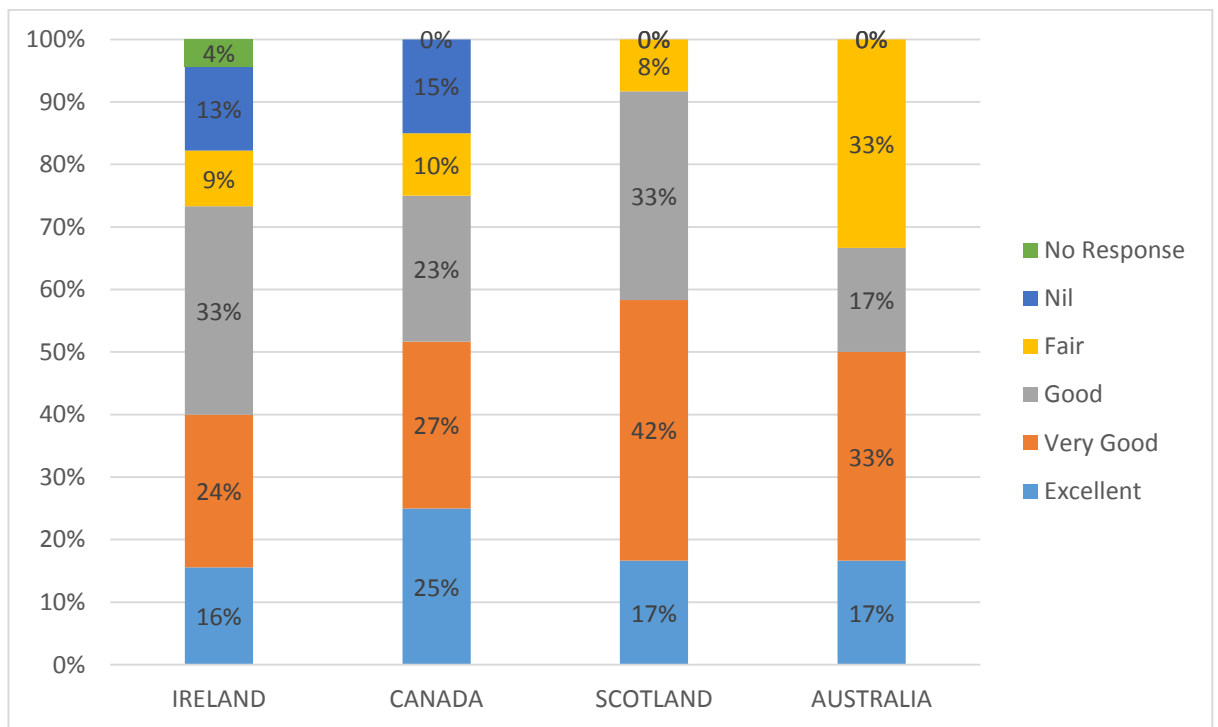
20.01: Support for CPD - Support from school management / governors



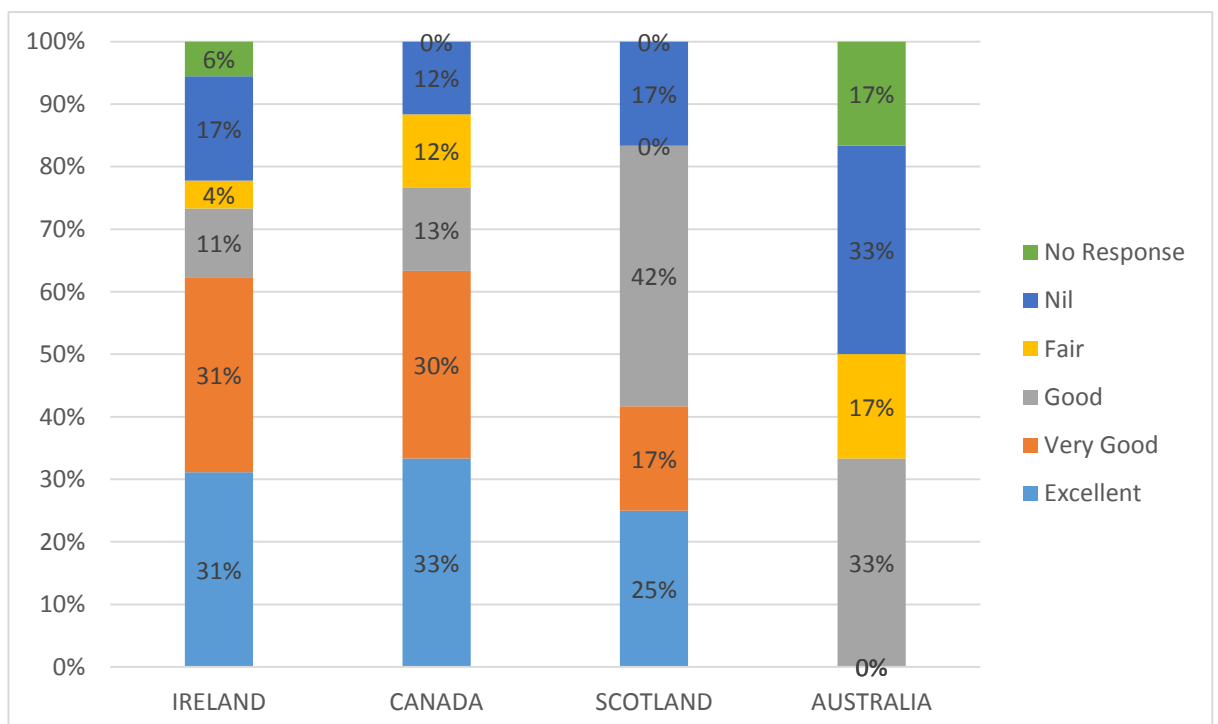
20.02: Support for CPD - Support from Government / Dept. of Education



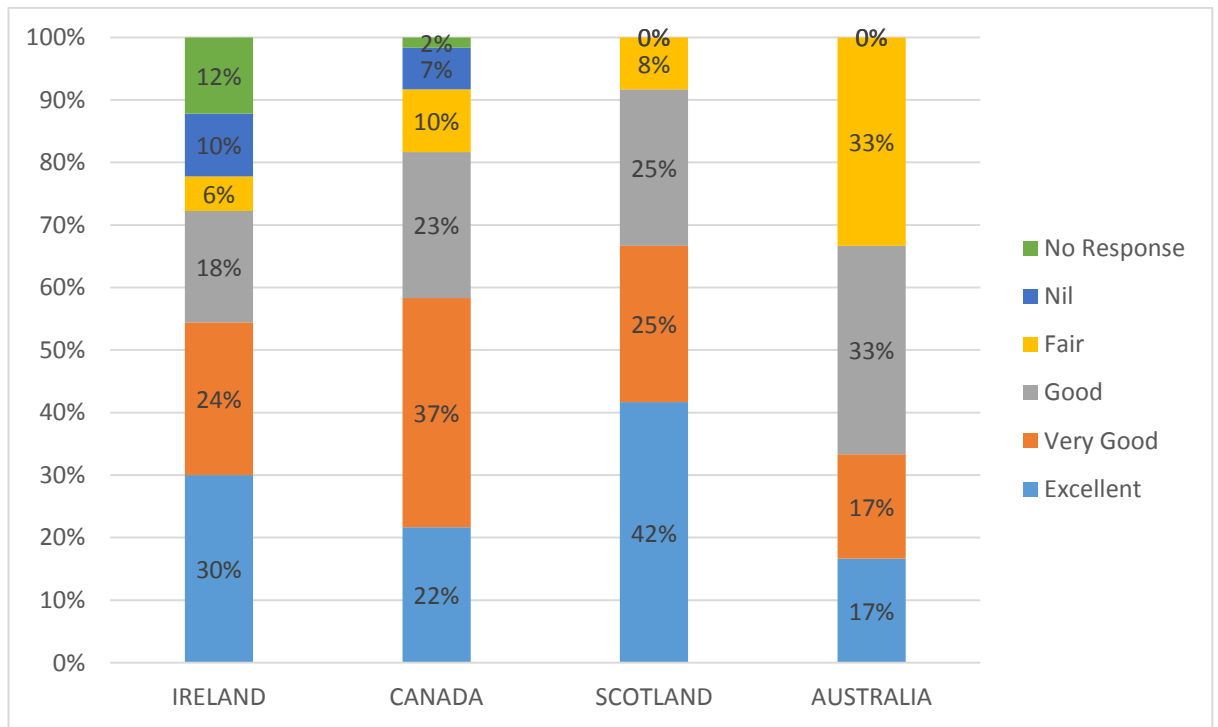
20.03: Support for CPD - Support from other teachers / colleagues



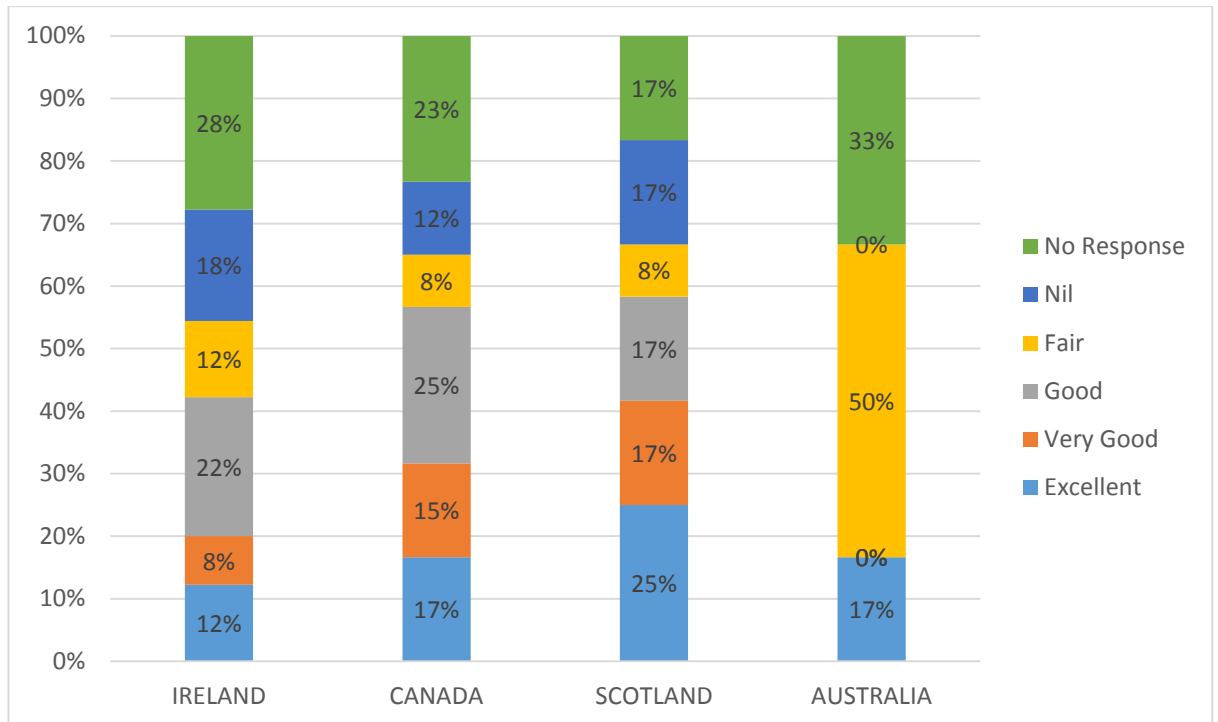
20.04: Support for CPD - Support from family member(s)



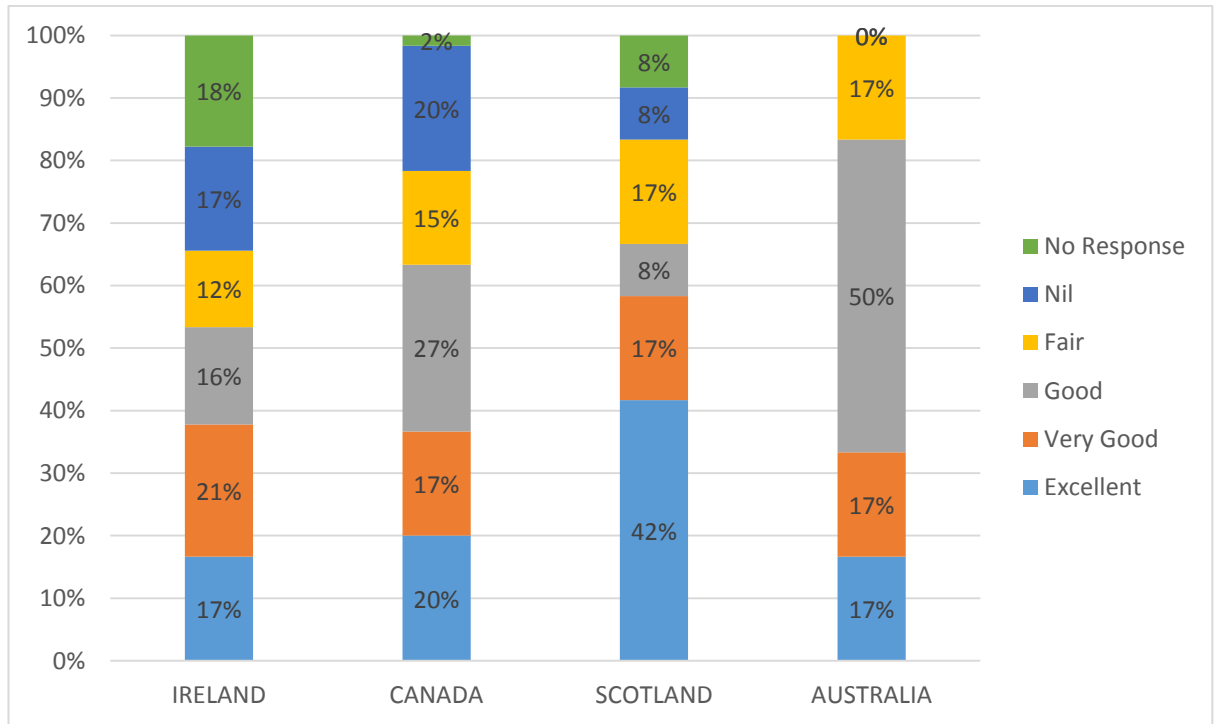
20.05: Support for CPD - Support from the Head Teacher / Principal



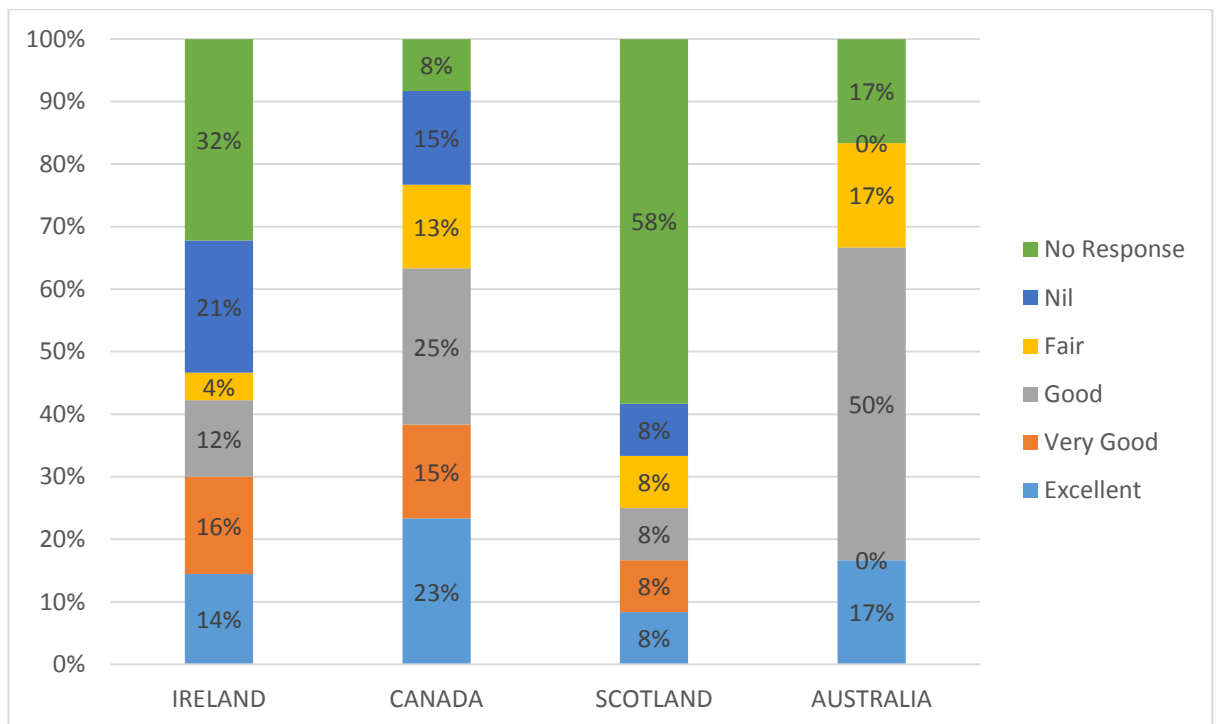
20.06: Support for CPD - Support from the Head of Department / middle management



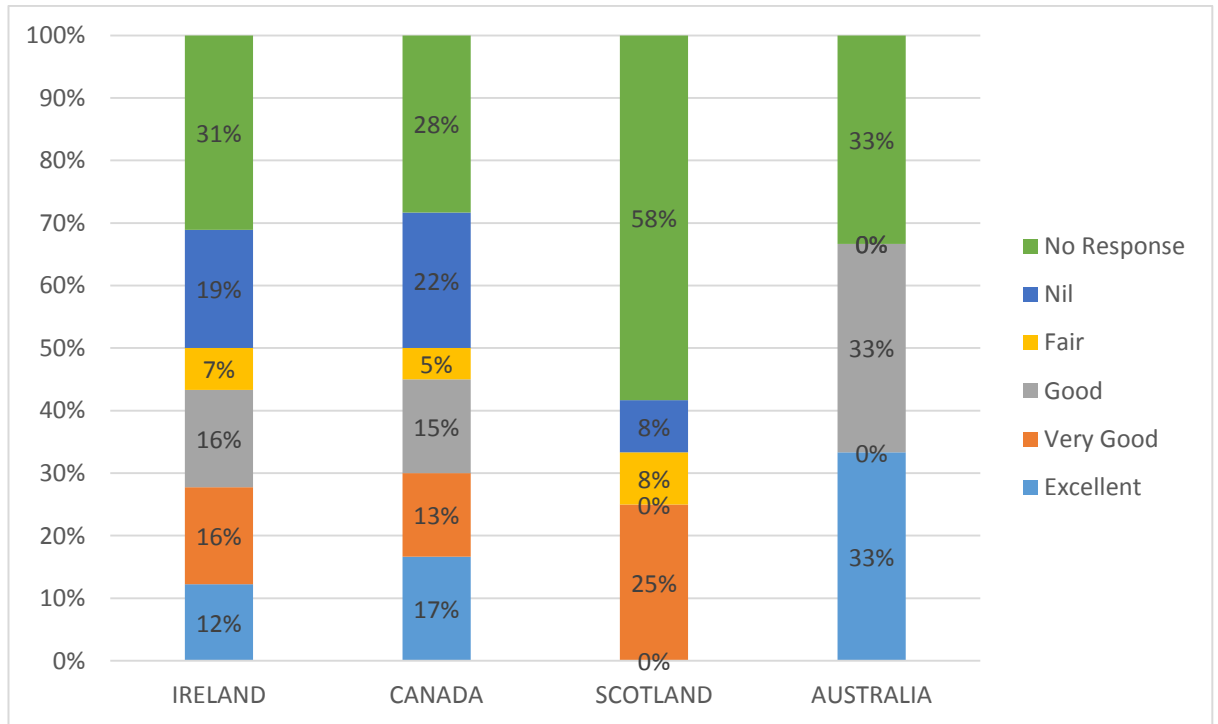
20.07: Support for CPD - Support from professional body of which you are a member



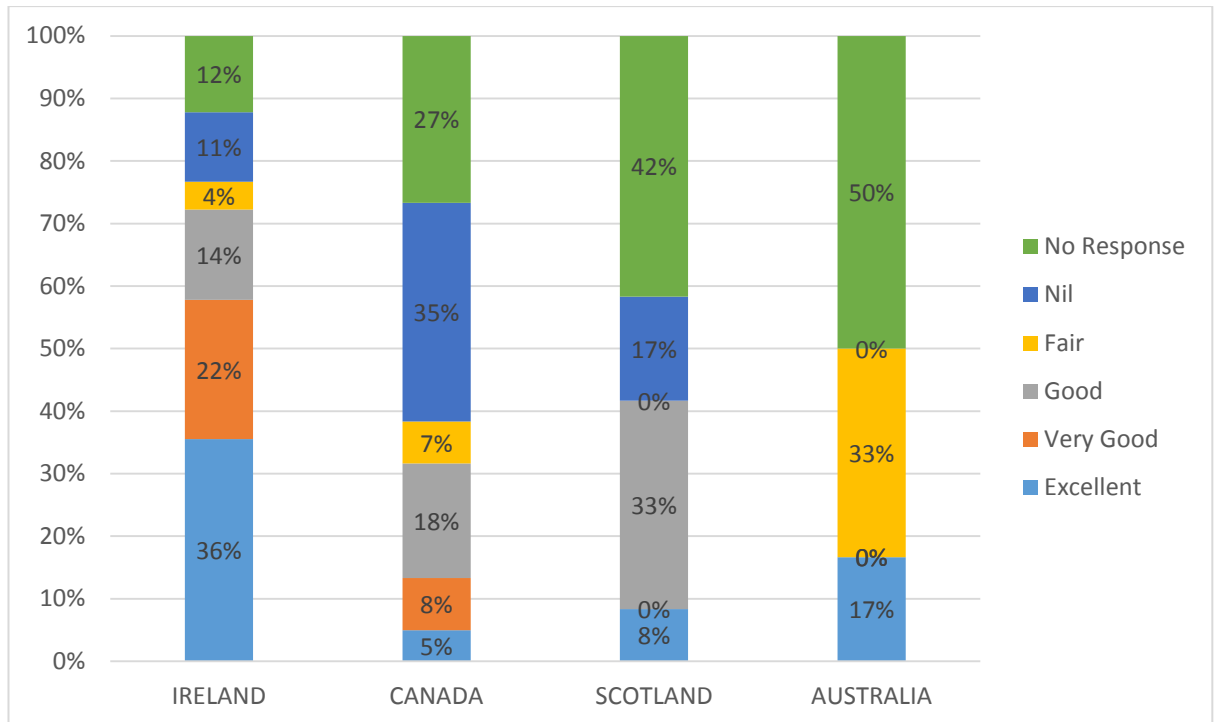
20.08: Support for CPD - Support from subject association of which you are a member



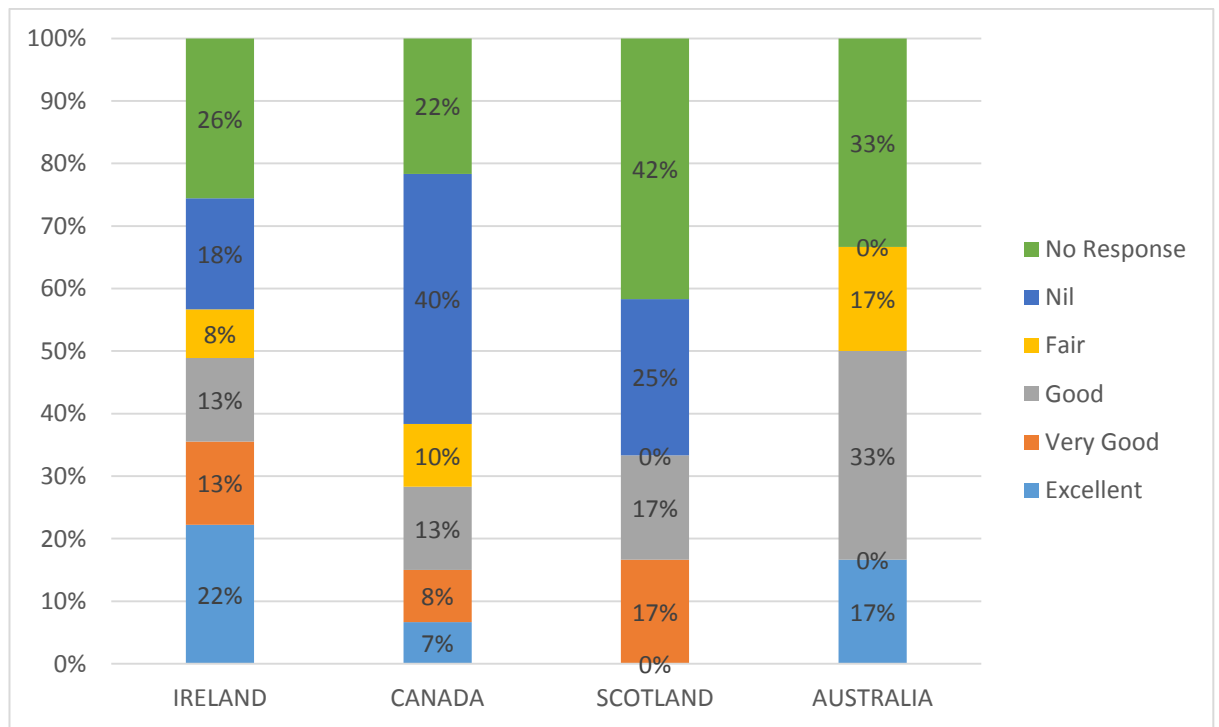
20.09: Support for CPD - Support from professional support group of which you are a member



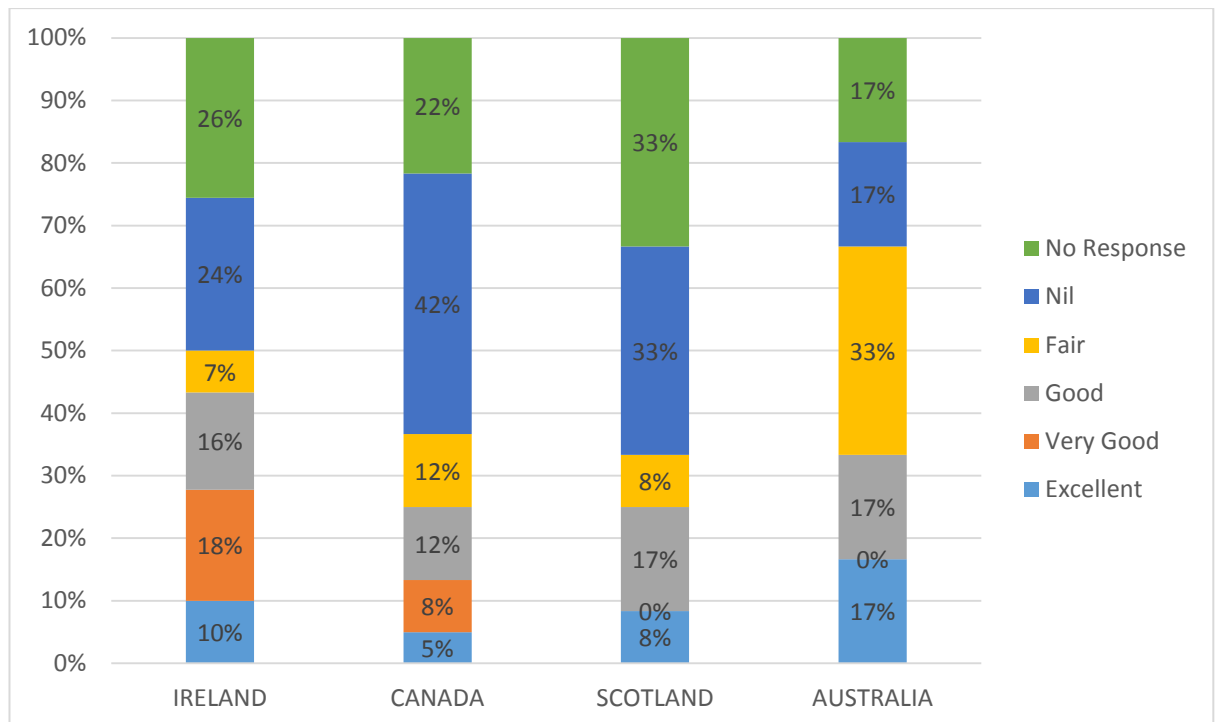
20.10: Support for CPD - Support from Local Education Centre, or equivalent



20.11: Support for CPD - Support from College/University with which you are associated



20.12: Support for CPD - Support from visiting school advisors / support persons



Appendix 21

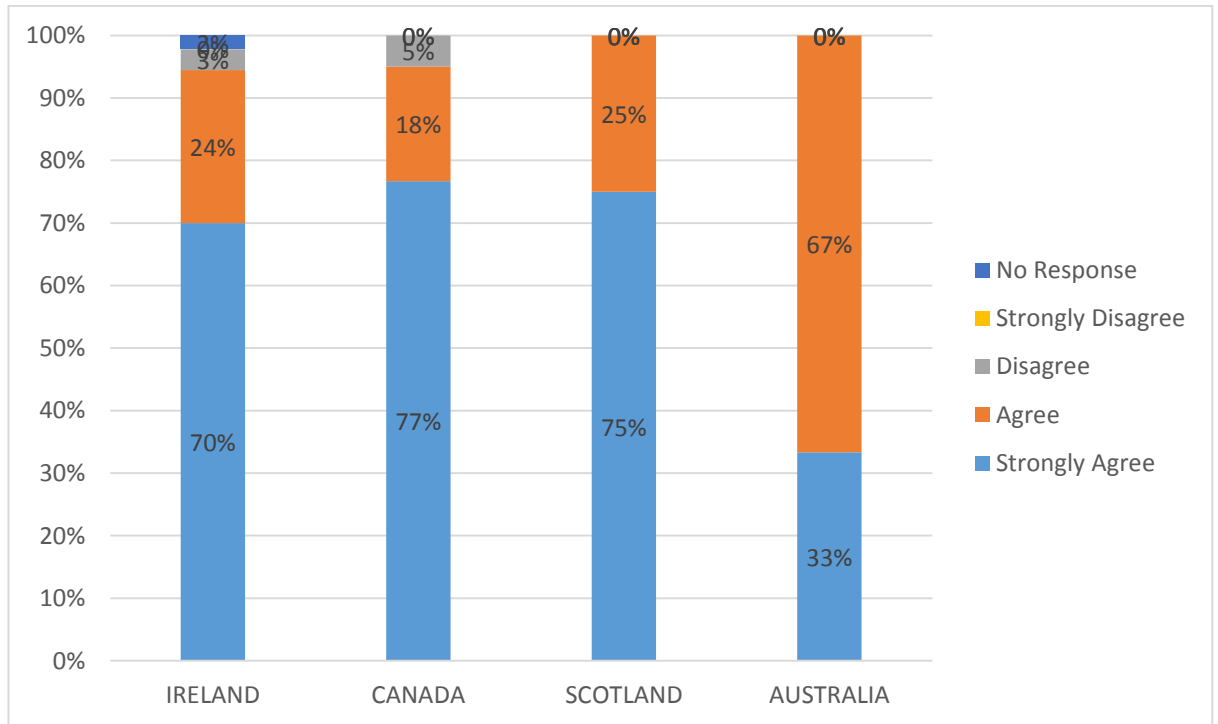
Questionnaire Q.21 - Personal experience of the value of CPD

Bar Charts for Responses 21.01 – 21.17

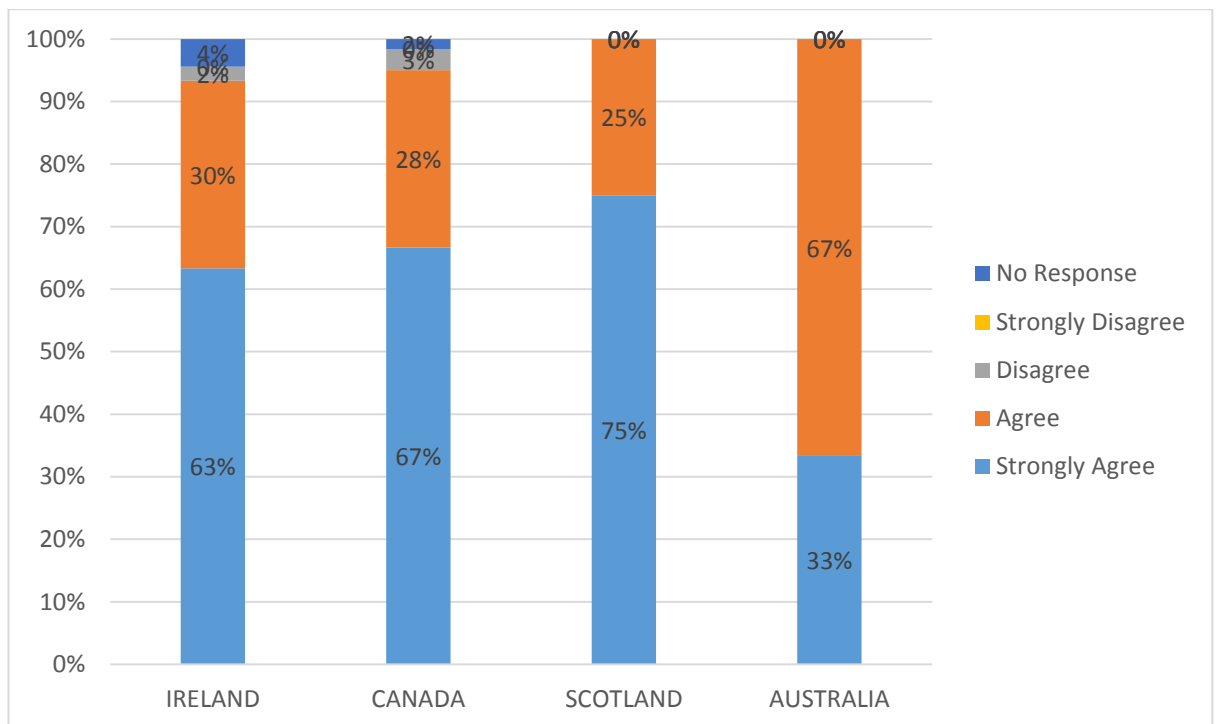
Number of Respondents

Ireland	90
Canada	60
Scotland	12
Australia	6
Total	168

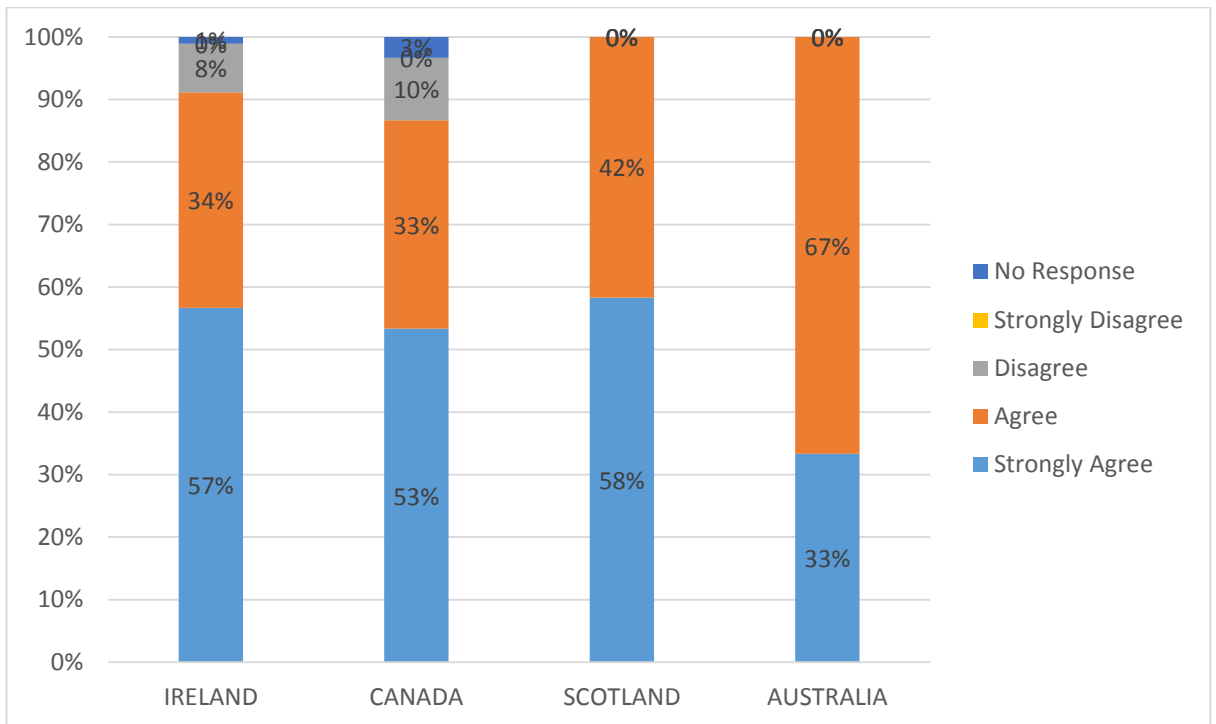
21.01: Personal experience of the value of CPD - I am a better teacher as a result of CPD



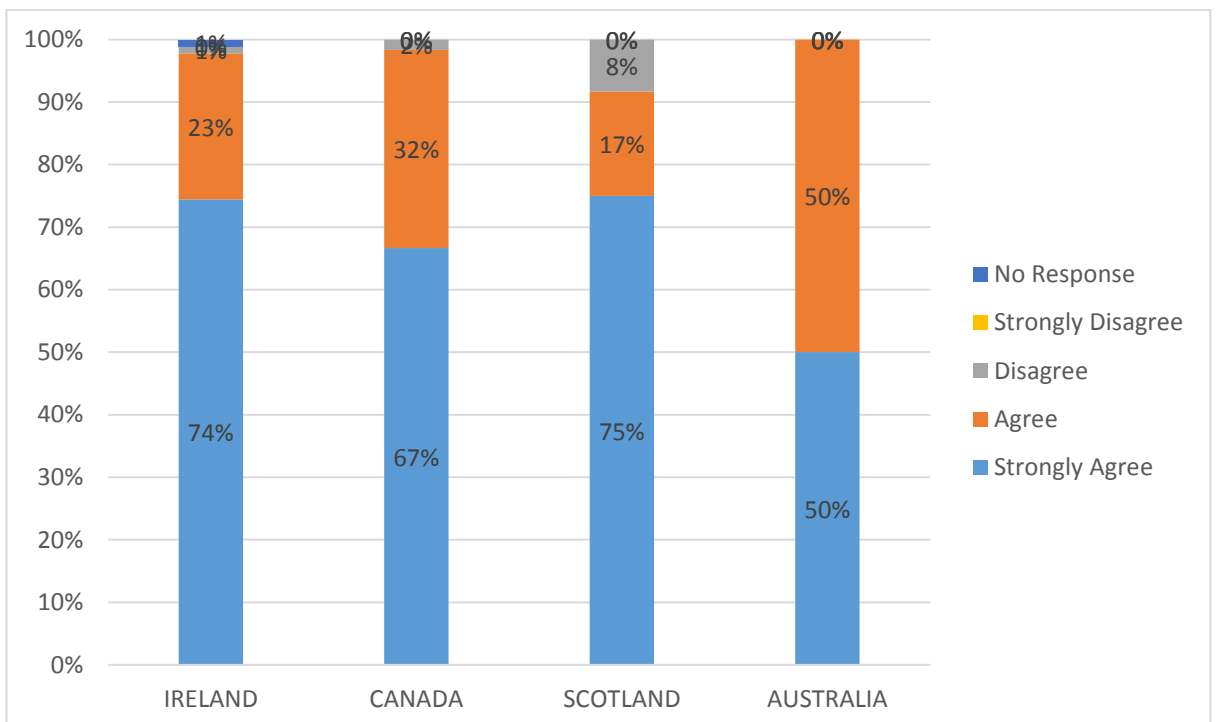
21.02: Personal experience of the value of CPD - My classroom practice has improved



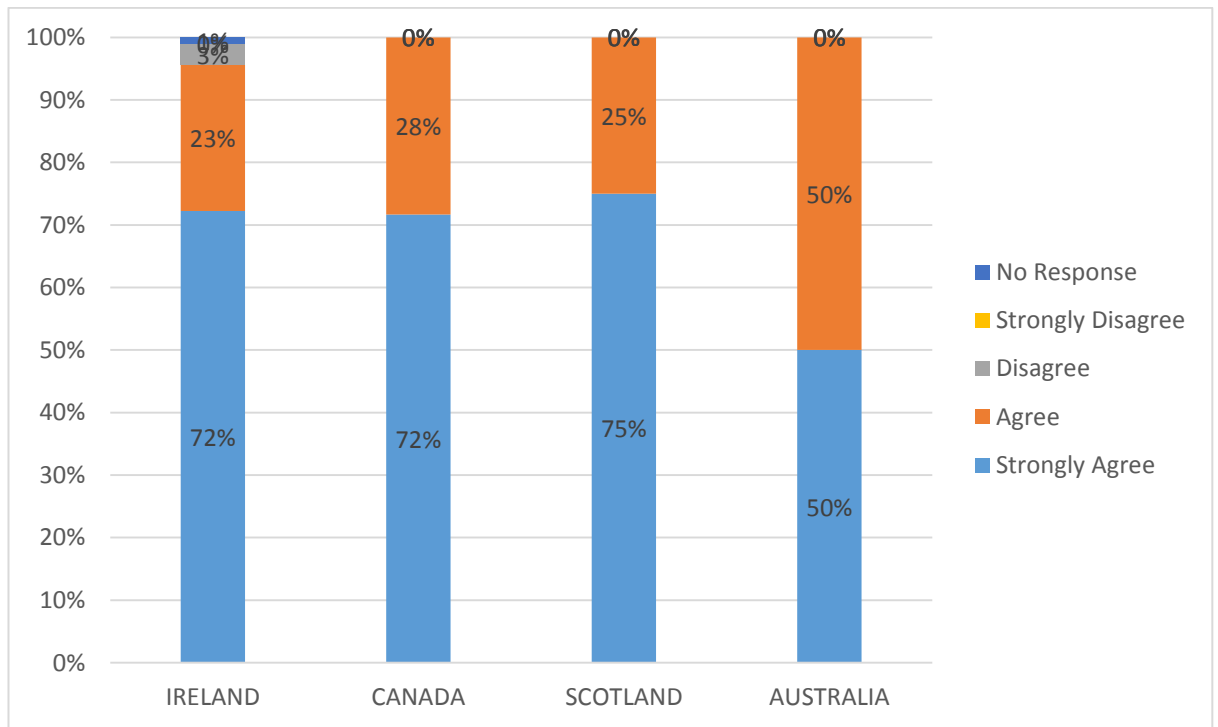
21.03: Personal experience of the value of CPD - I understand the curriculum / syllabus better



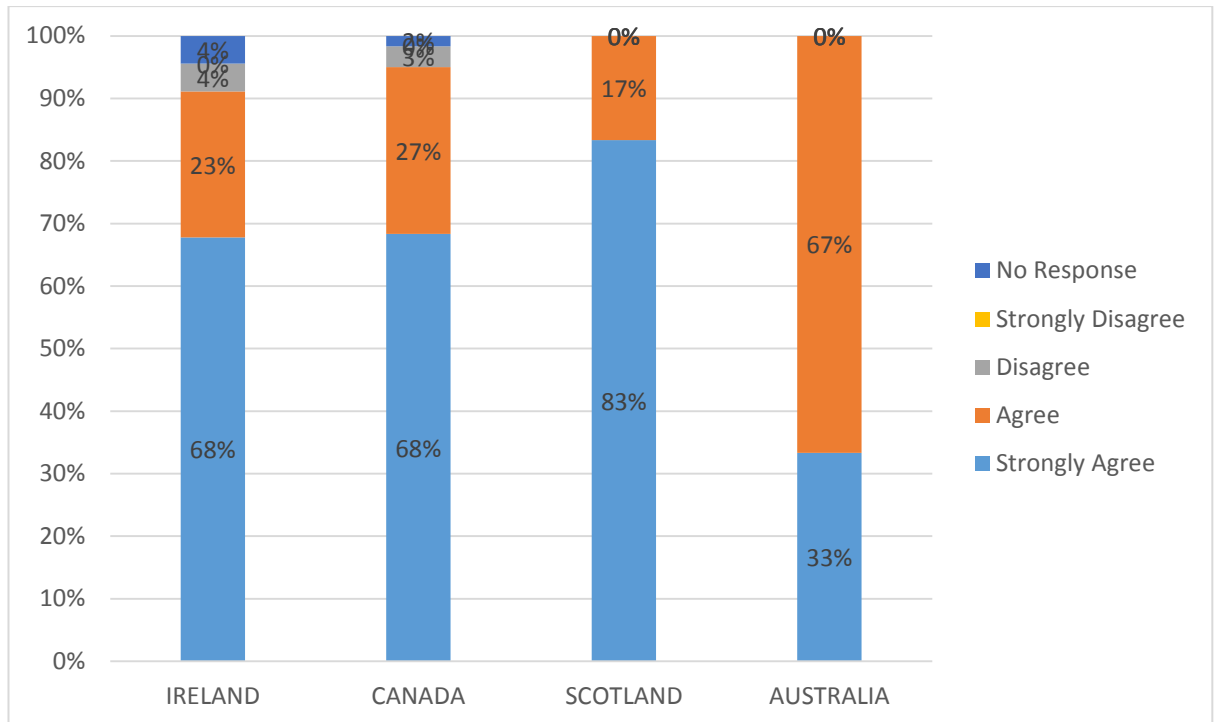
21.04: Personal experience of the value of CPD - I have developed new knowledge



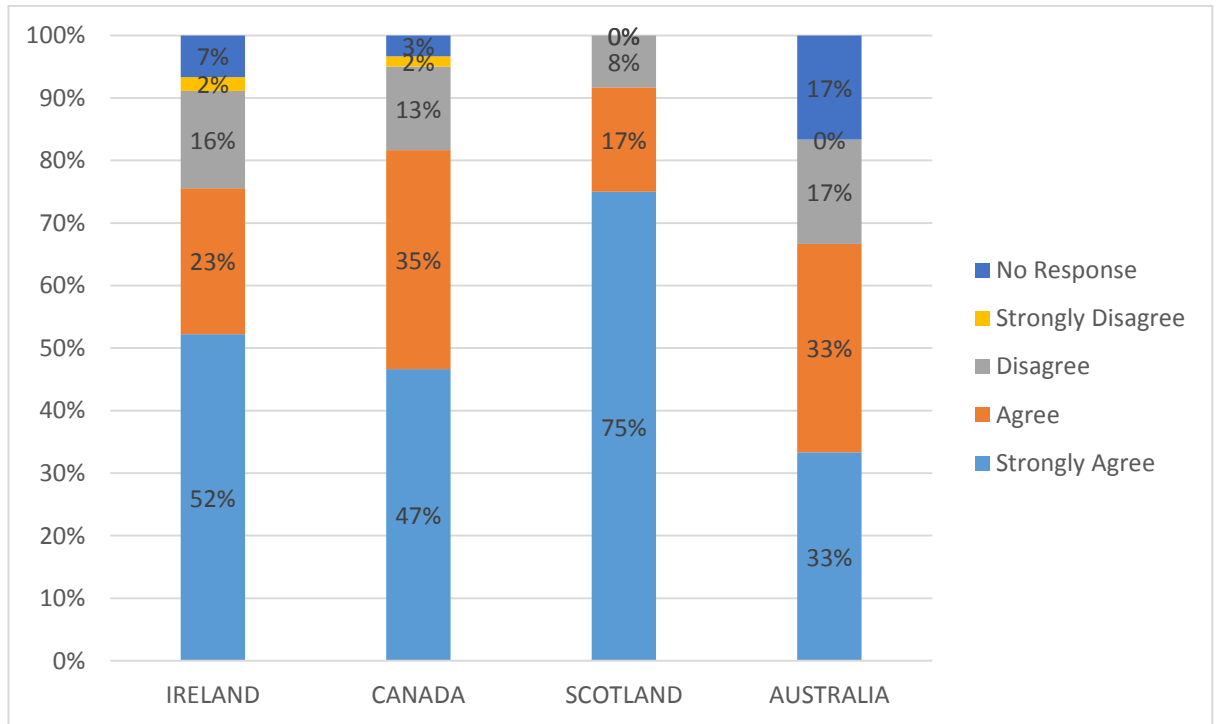
21.05: Personal experience of the value of CPD - I have developed new skills



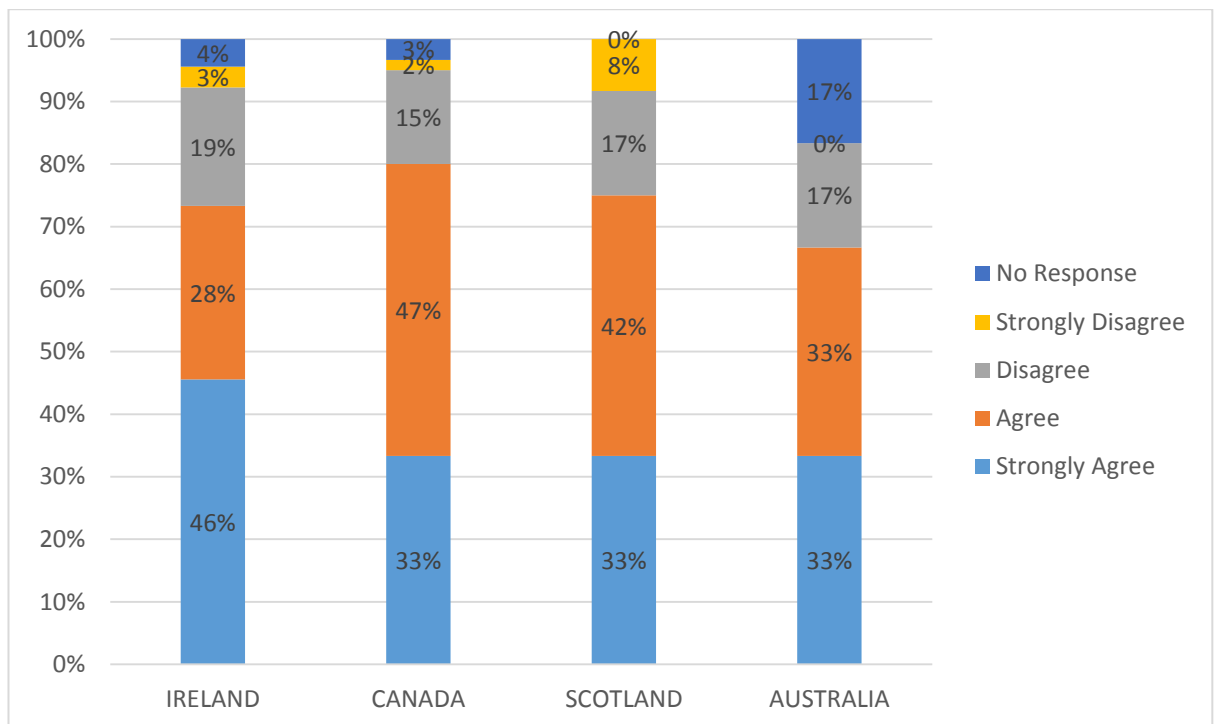
21.06: Personal experience of the value of CPD - I have extended my teaching methodologies



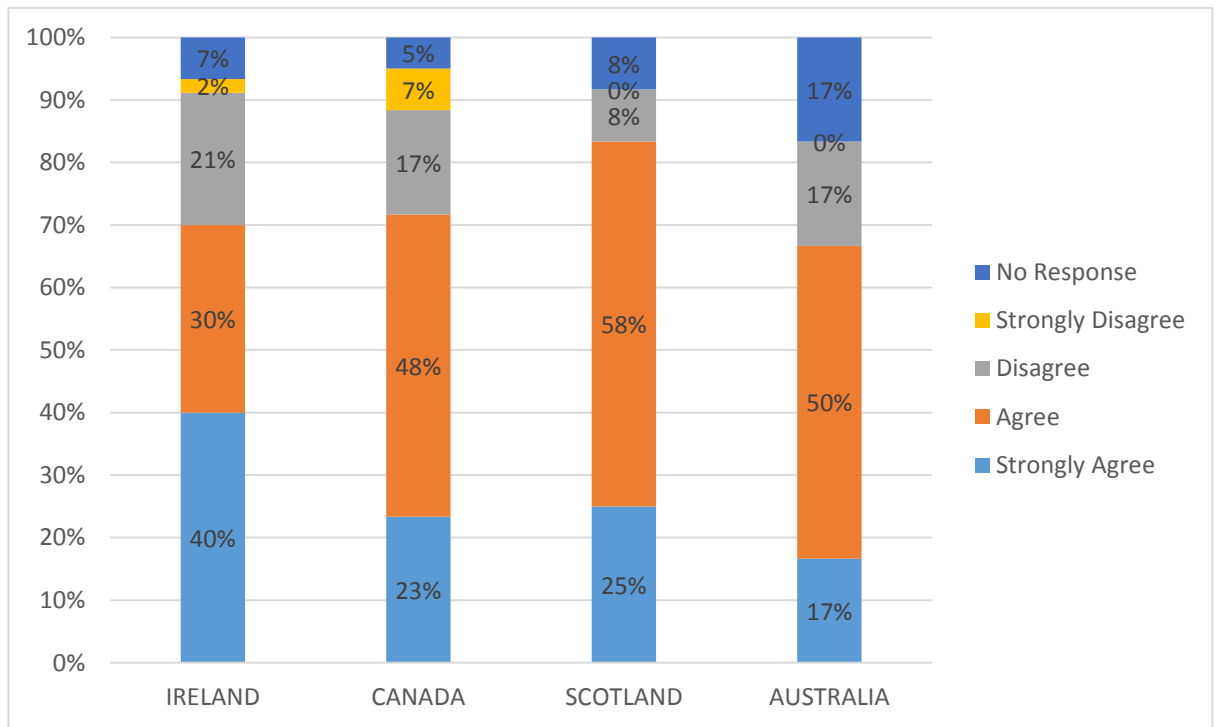
21.07: Personal experience of the value of CPD - My classroom management has improved



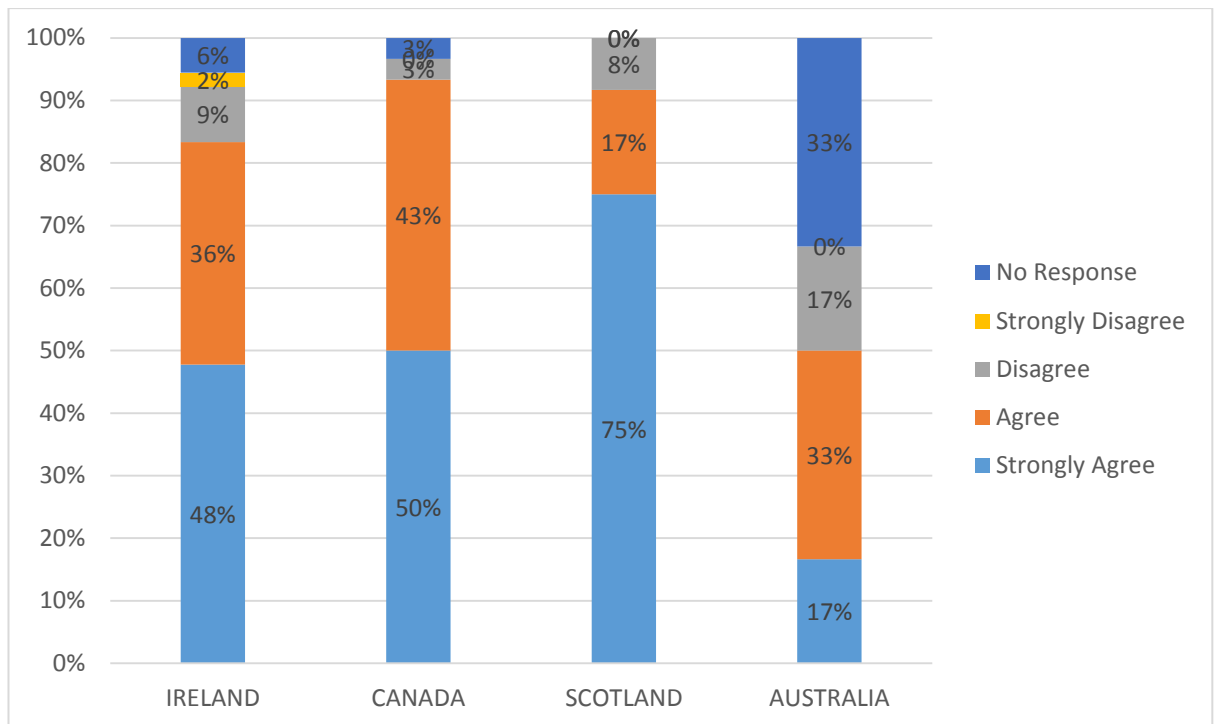
21.08: Personal experience of the value of CPD - I engage more with my colleagues



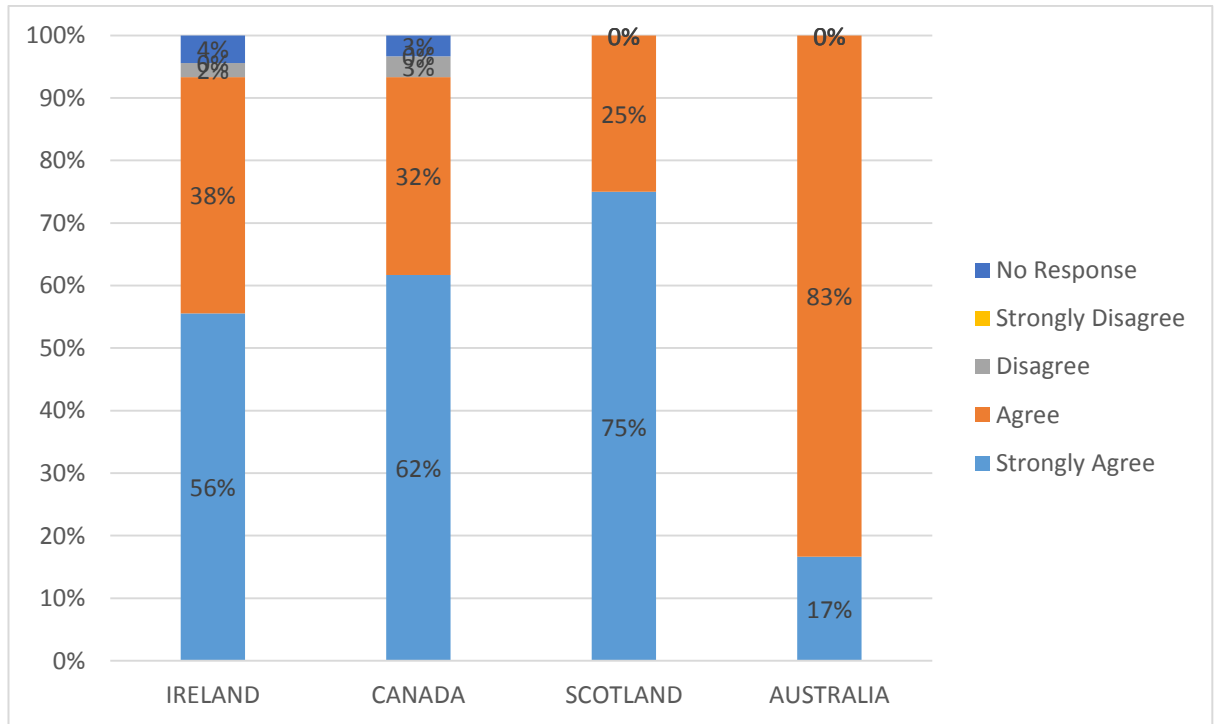
21.09: Personal experience of the value of CPD - I welcome parental participation



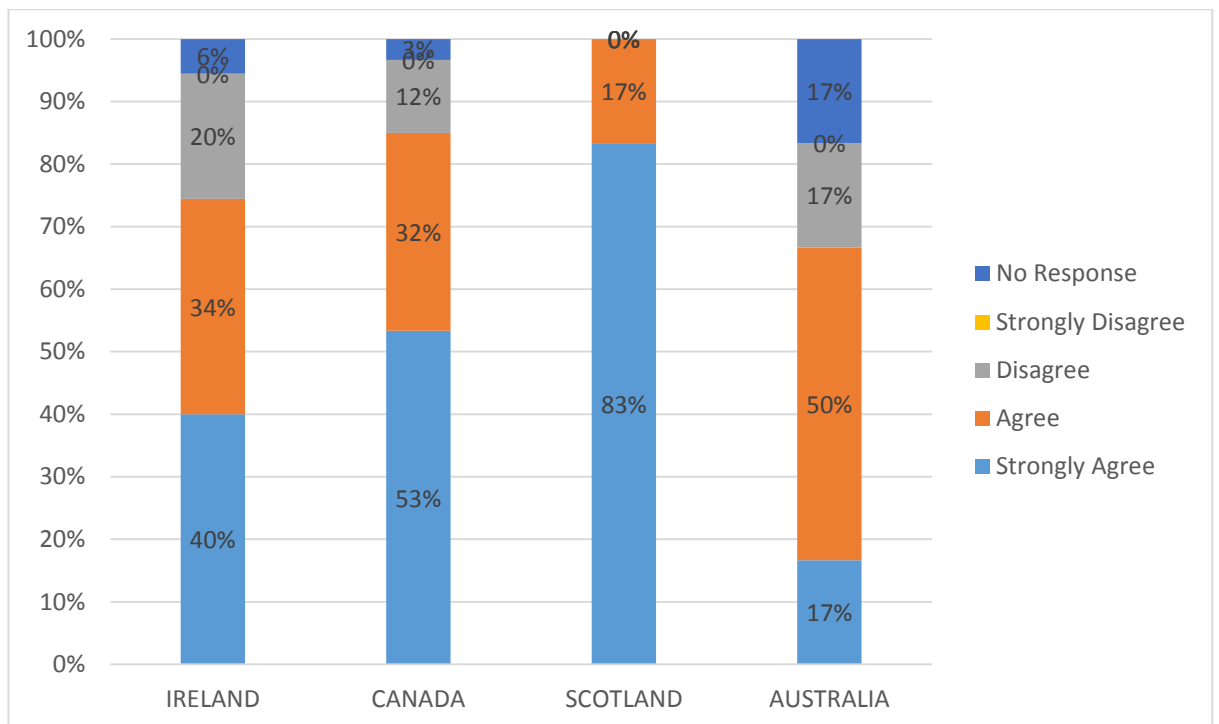
21.10: Personal experience of the value of CPD - I prepare more meaningful lessons



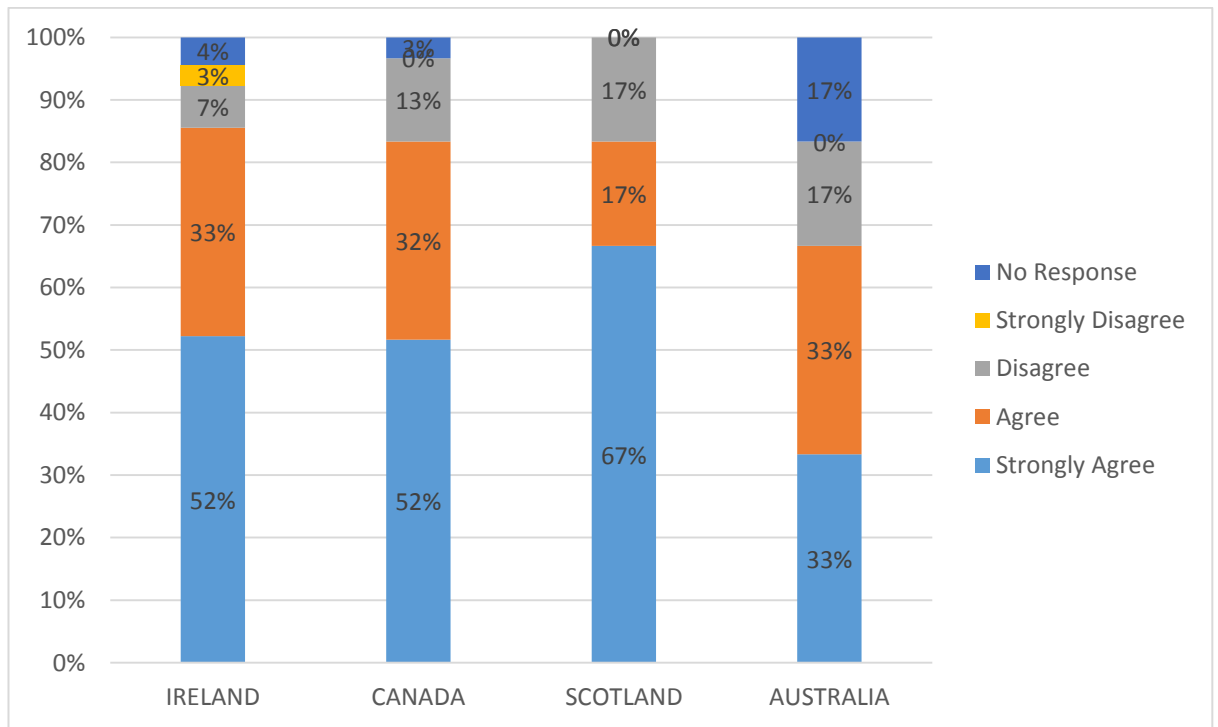
21.11: Personal experience of the value of CPD - Pupils/students benefit more from my teaching



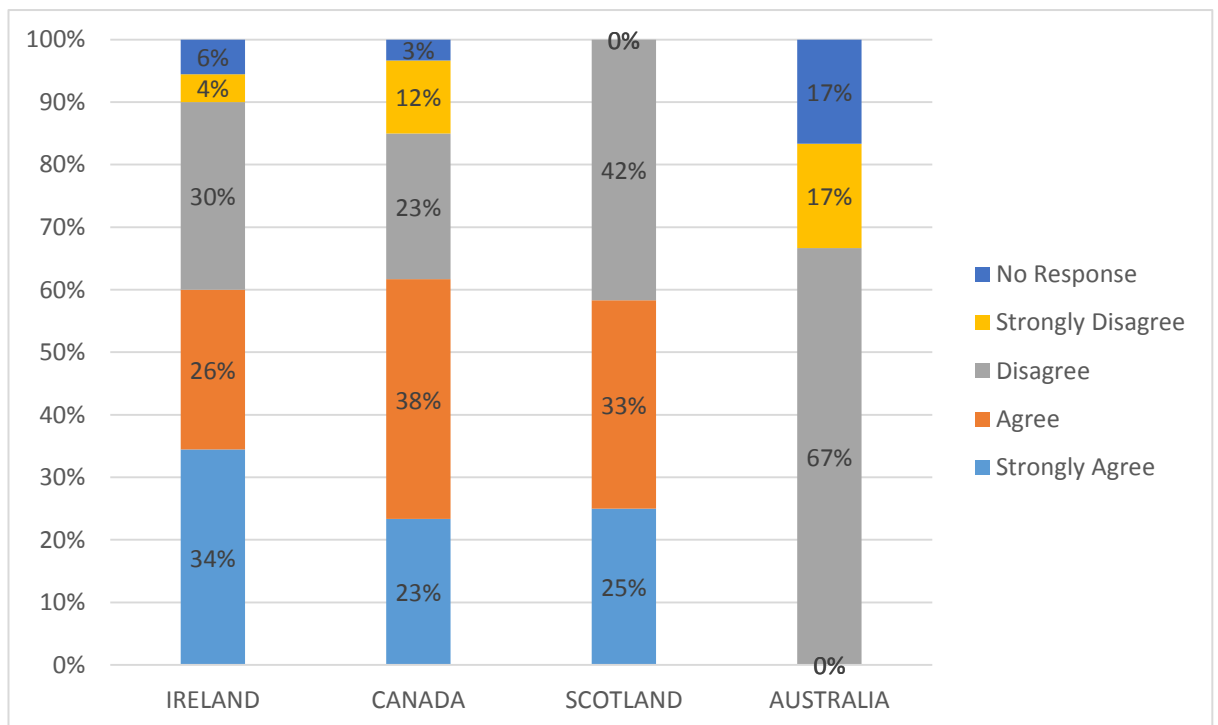
21.12: Personal experience of the value of CPD - I engage in more varied types of assessment



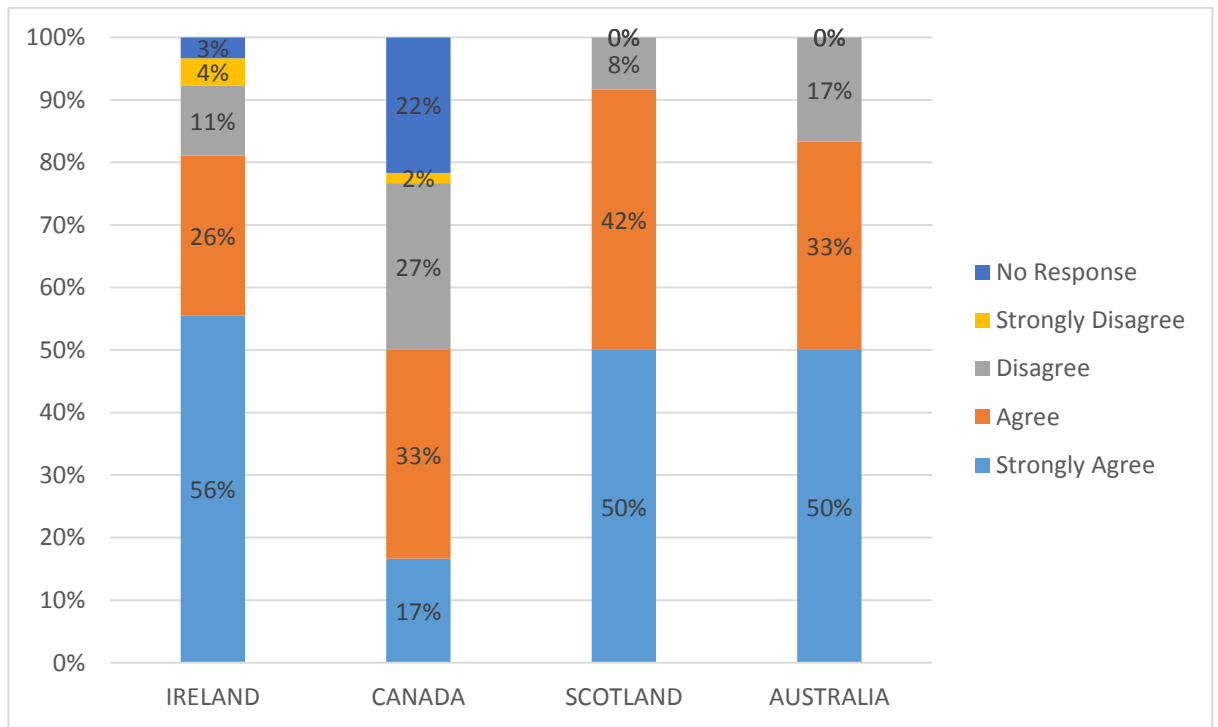
21.13: Personal experience of the value of CPD - I feel rejuvenated in my teaching



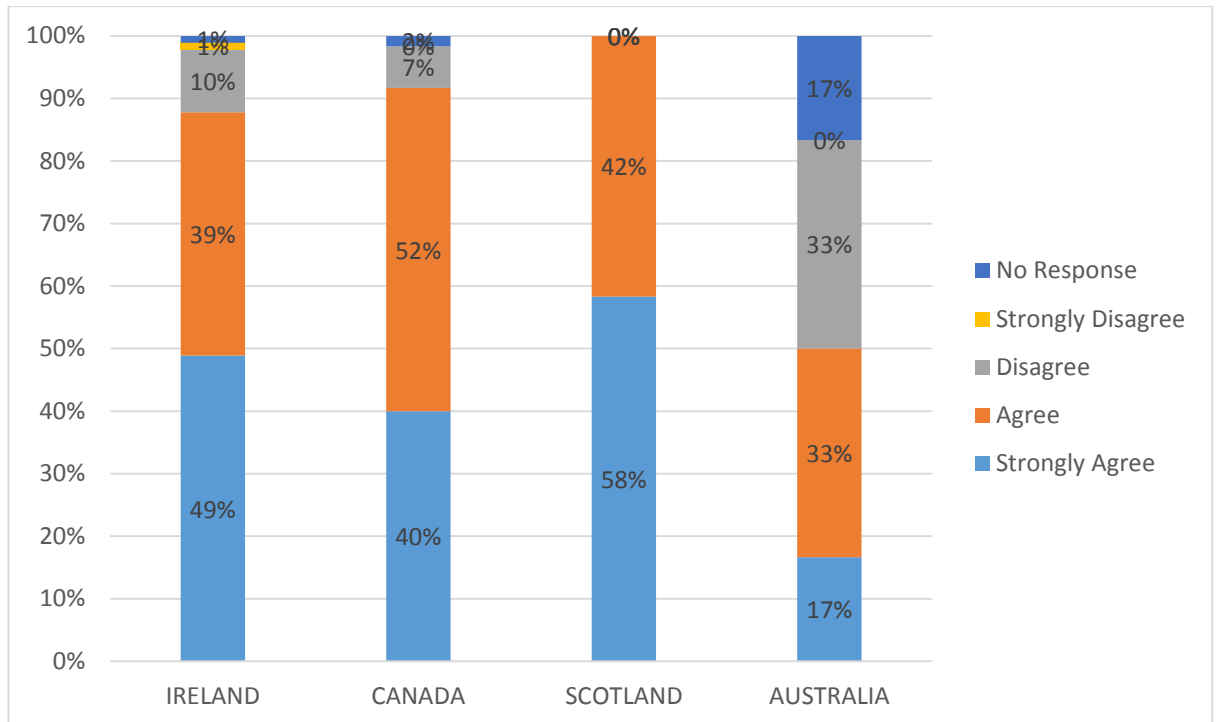
21.14: Personal experience of the value of CPD - I am less stressed as a teacher



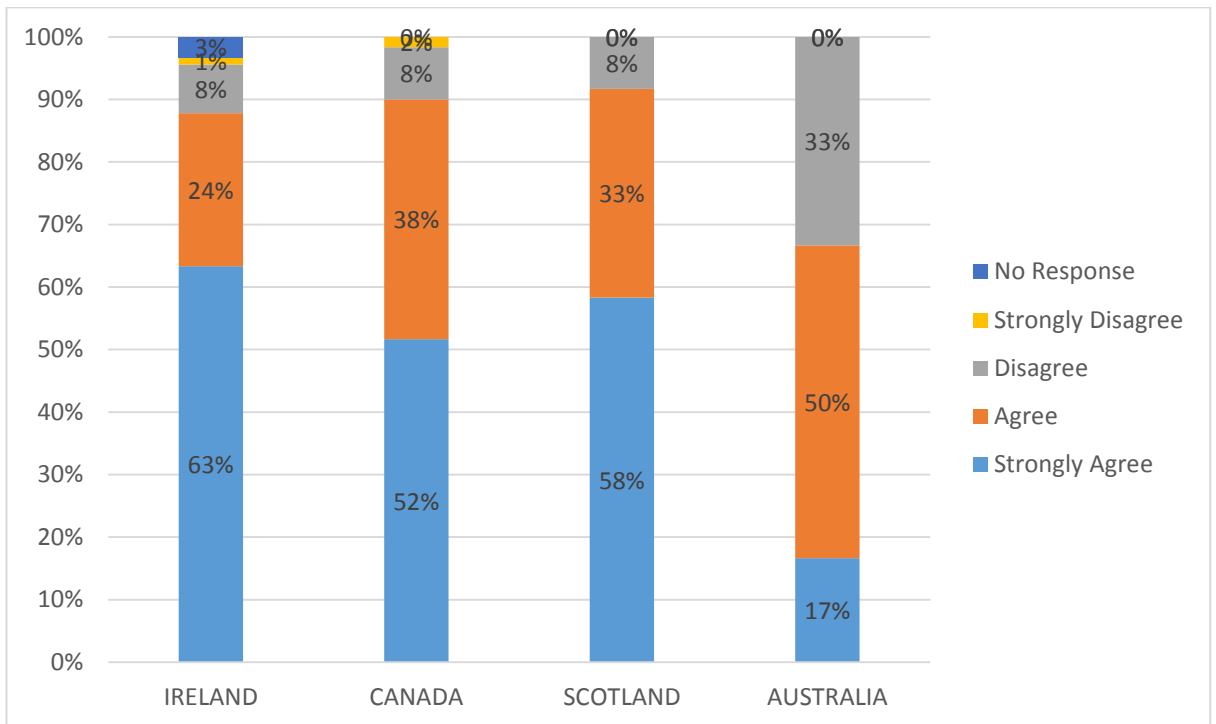
21.15: Personal experience of the value of CPD - I have developed my ICT skills



21.16: Personal experience of the value of CPD - I have a better understanding of pupils' / students' needs



21.17: Personal experience of the value of CPD - I feel more professional in my teaching role



Appendix 22

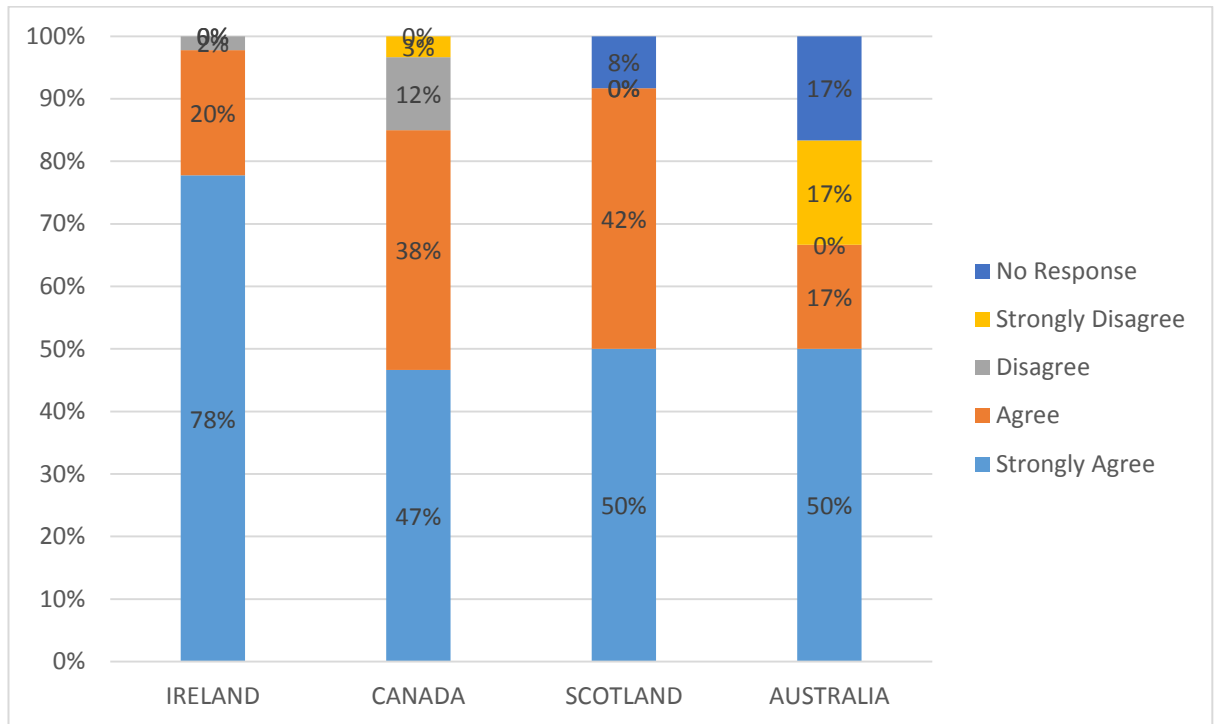
Questionnaire Q.22 - Future Provision for CPD

Bar Charts for Responses 22.01 – 22.23

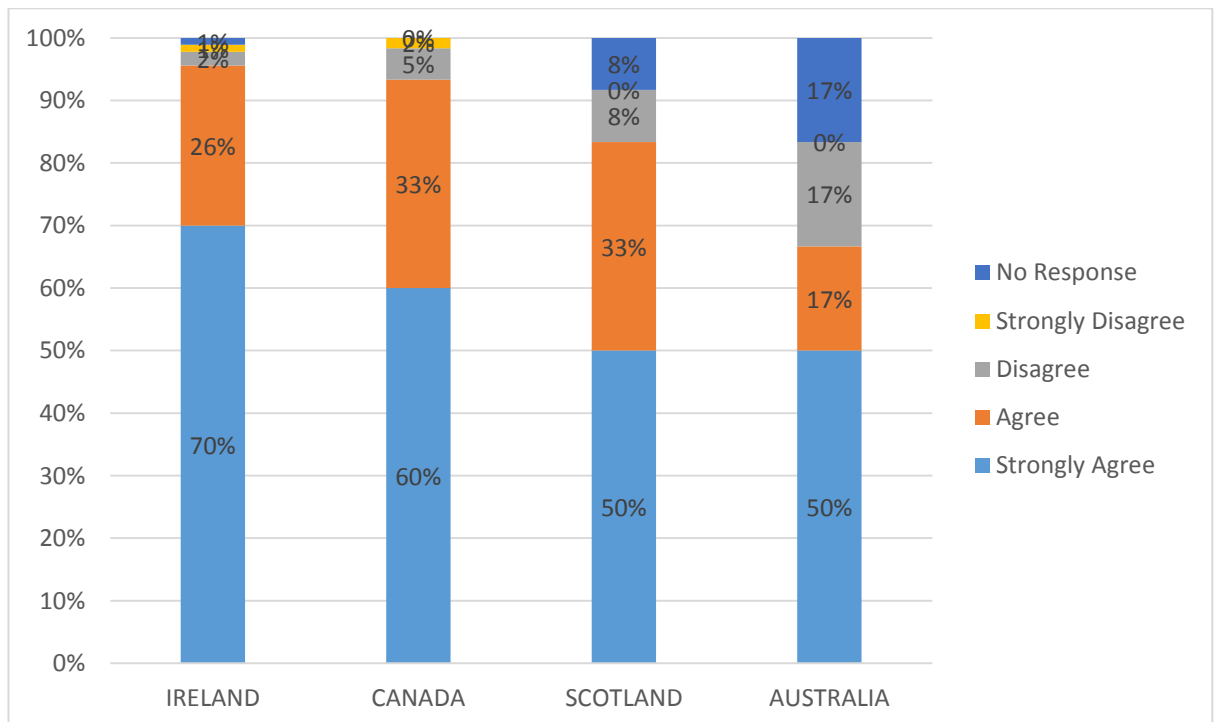
Number of Respondents

Ireland	90
Canada	60
Scotland	12
Australia	6
Total	168

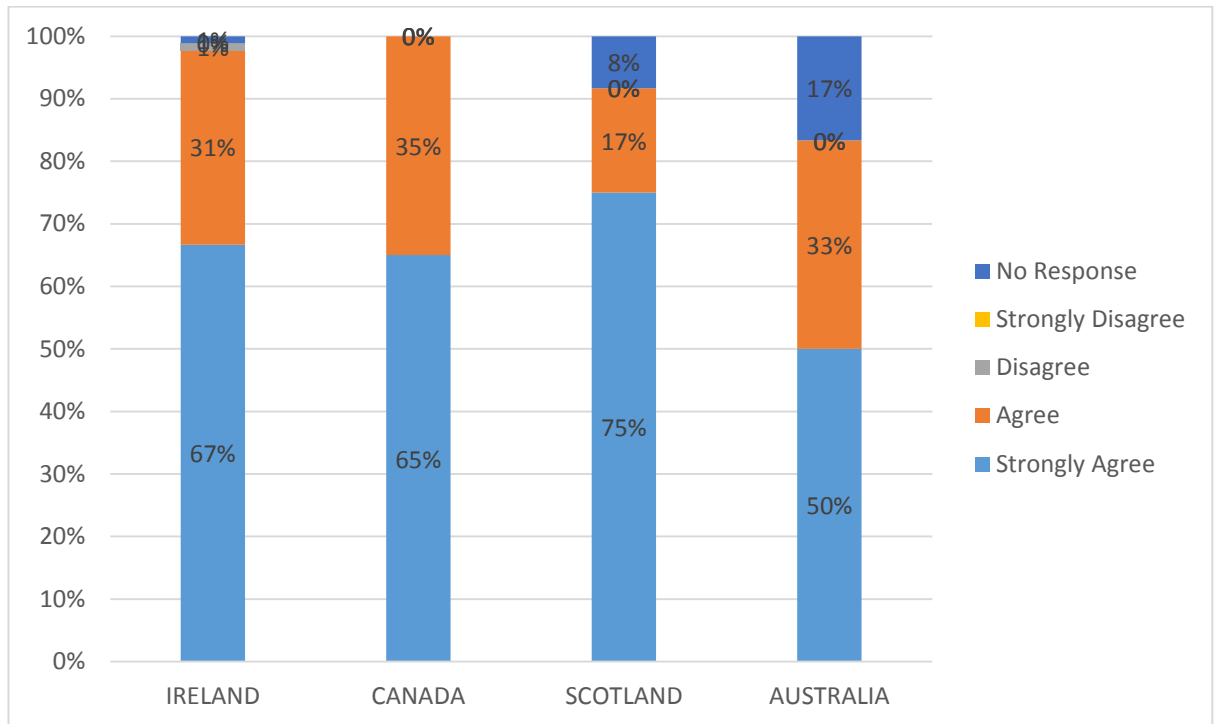
22.01: Future Provision for CPD - There should be a national framework to make provision for teachers' CPD



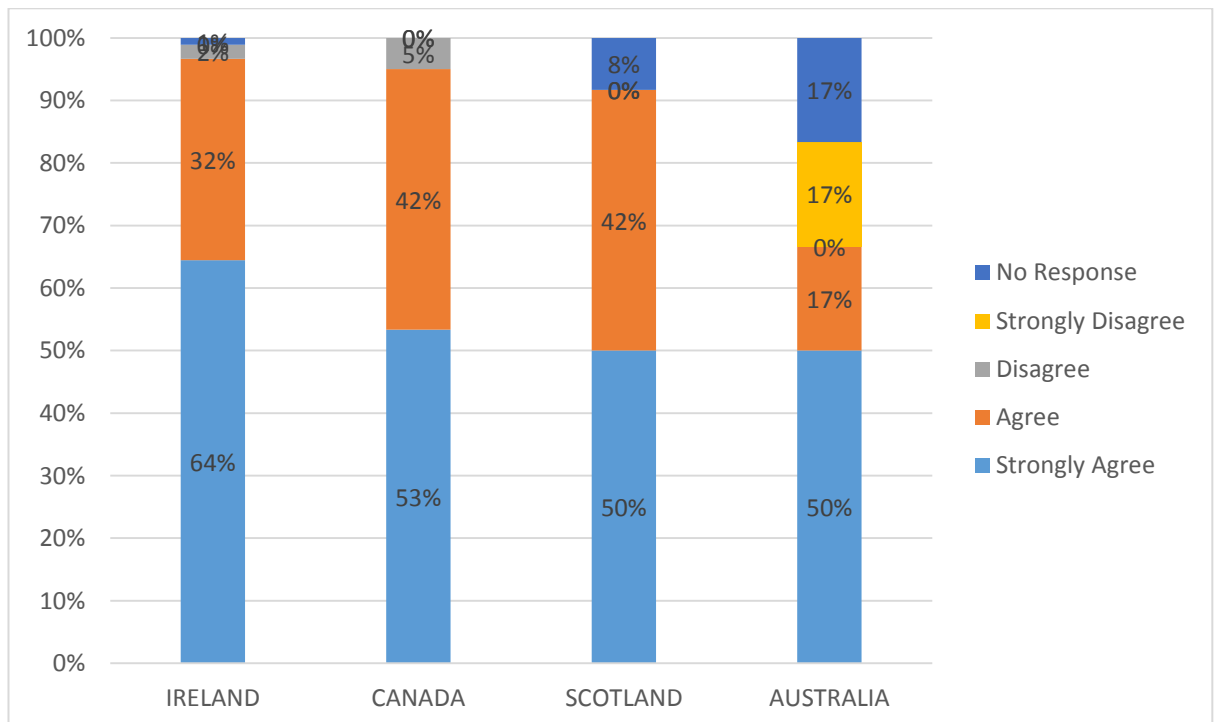
22.02: Future Provision for CPD - There should be provision for individual teachers' needs in a national framework



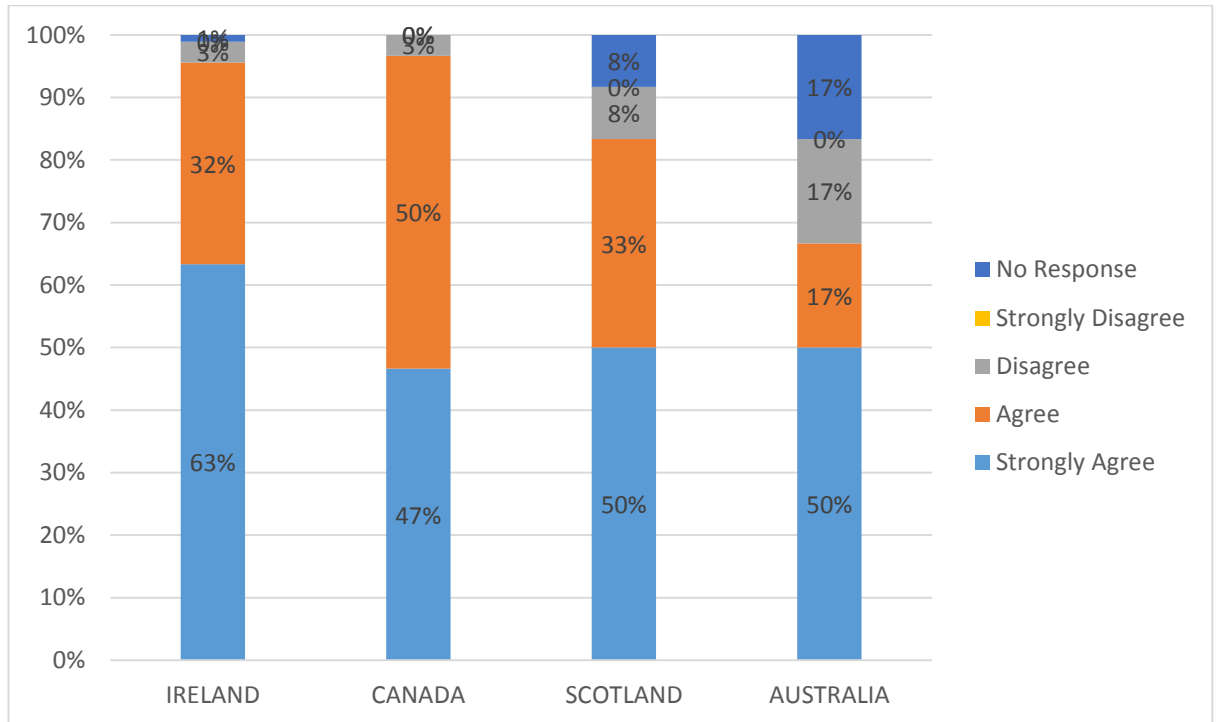
22.03: Future Provision for CPD - Individual teachers should have the opportunity to identify their CPD needs and find a response



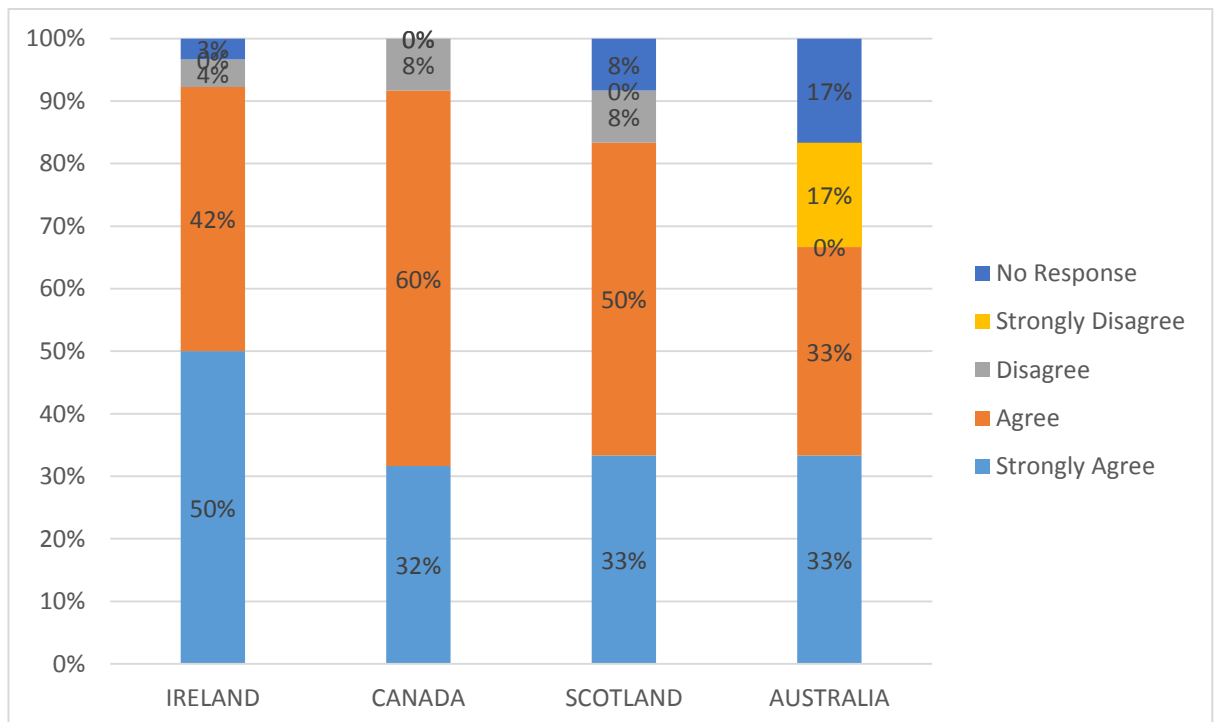
22.04: Future Provision for CPD - There should be provision for schools' needs in a national framework



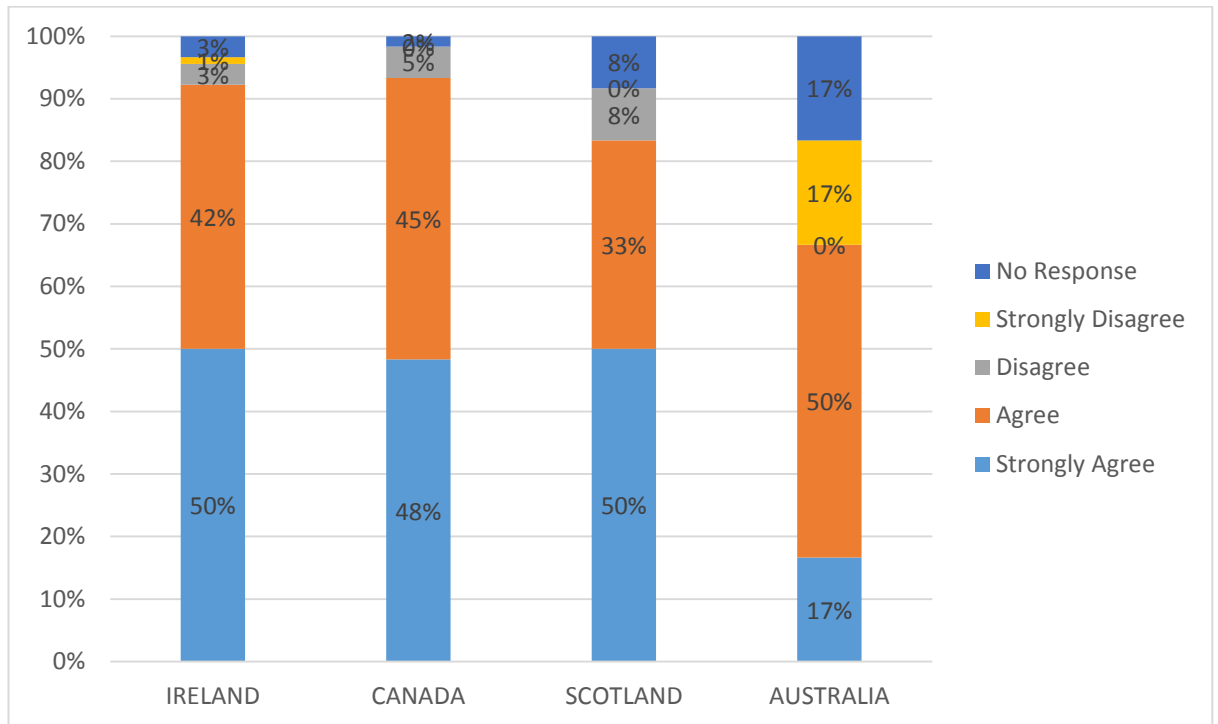
22.05: Future Provision for CPD - Schools should have the opportunity to identify the staff's CPD needs and find a response



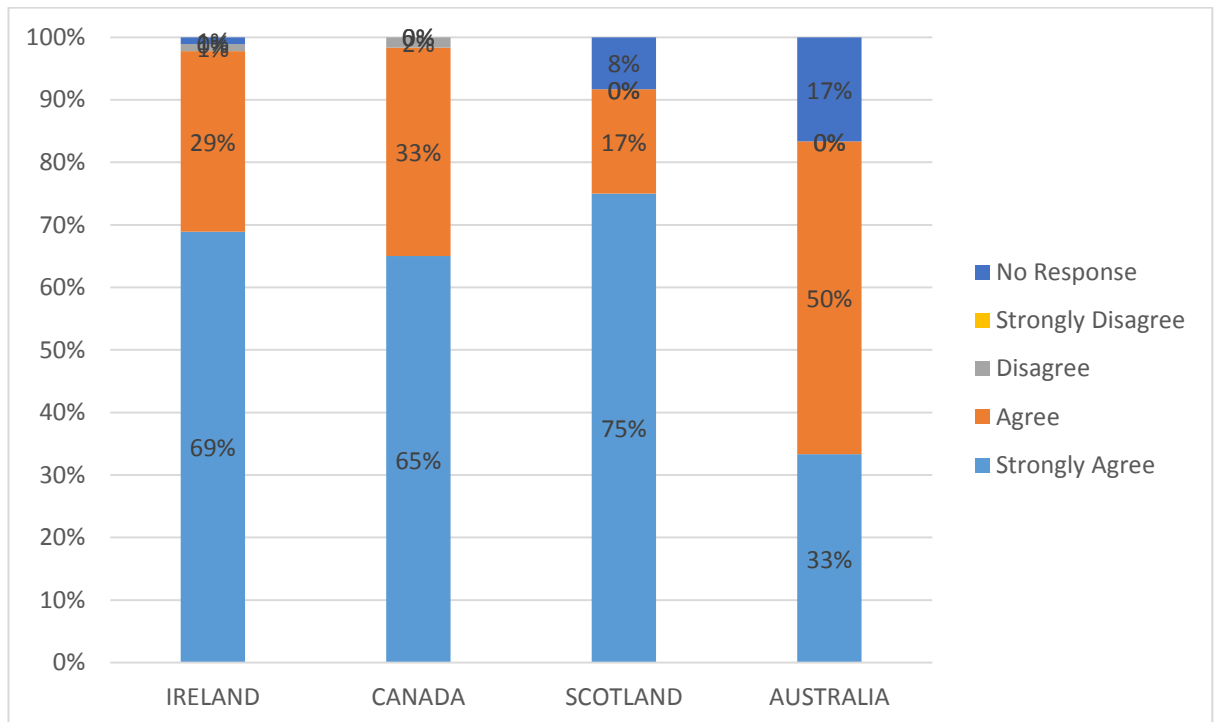
22.06: Future Provision for CPD - There should be provision for the system's needs in a national framework



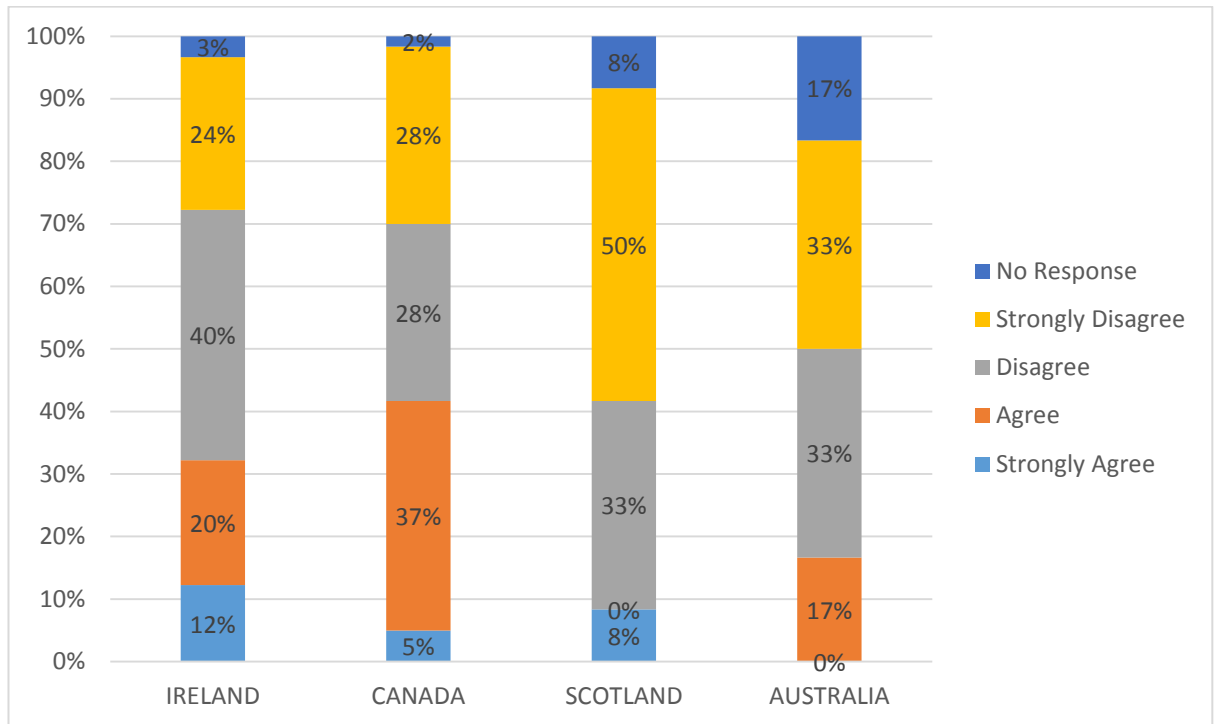
22.07: Future Provision for CPD - The inter-relatedness of individual, school and system's needs should be accommodated in a national framework



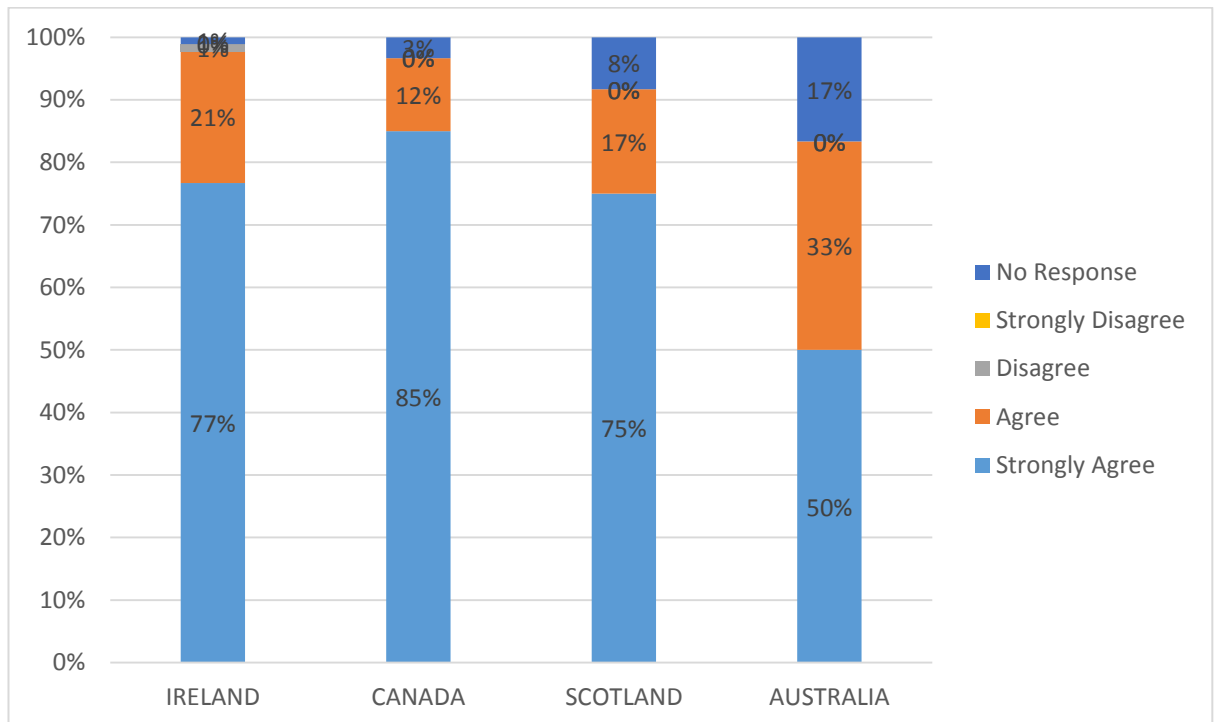
22.08: Future Provision for CPD - The national education budget should make provision for teachers' CPD at national, regional and local level



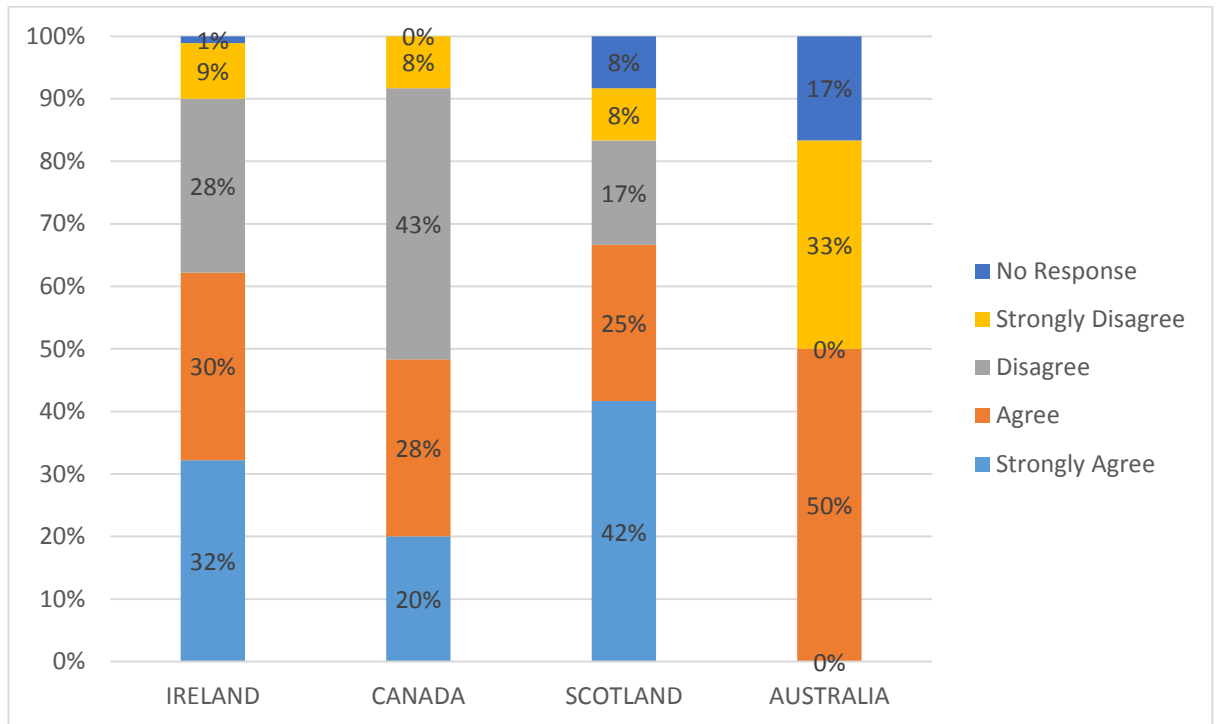
22.09: Future Provision for CPD - Teachers should contribute to the funding of their CPD



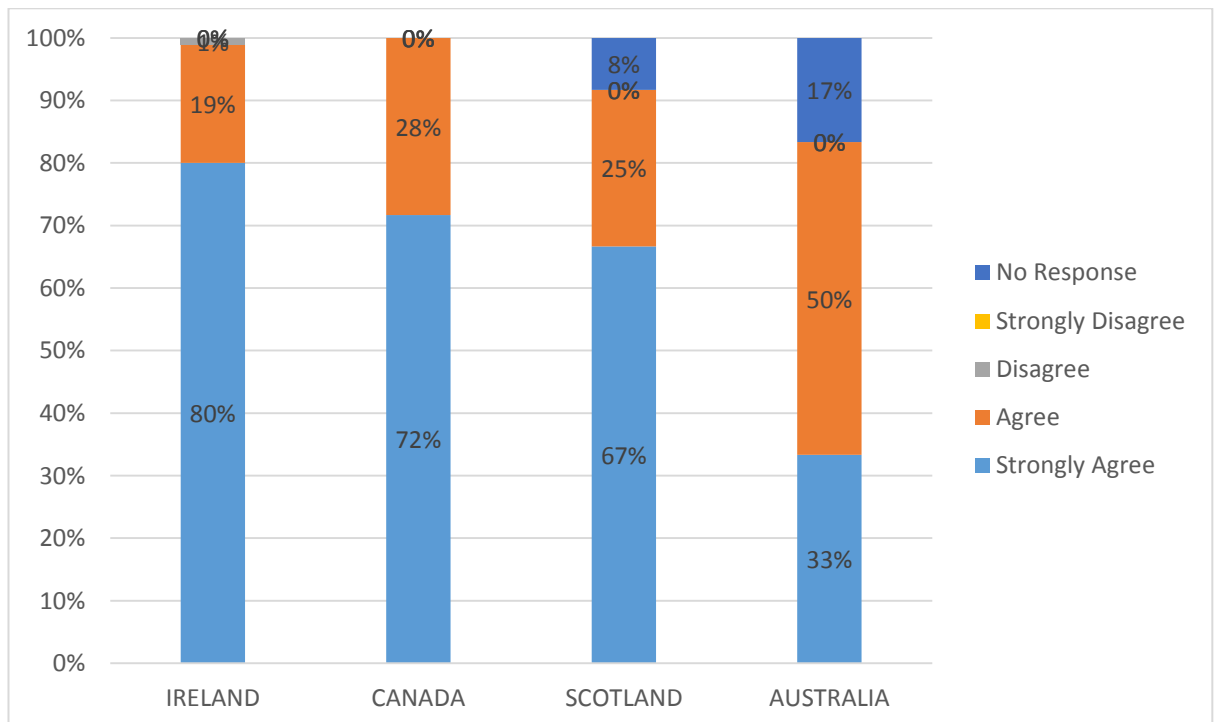
22.10: Future Provision for CPD - Every teacher should have access to relevant CPD



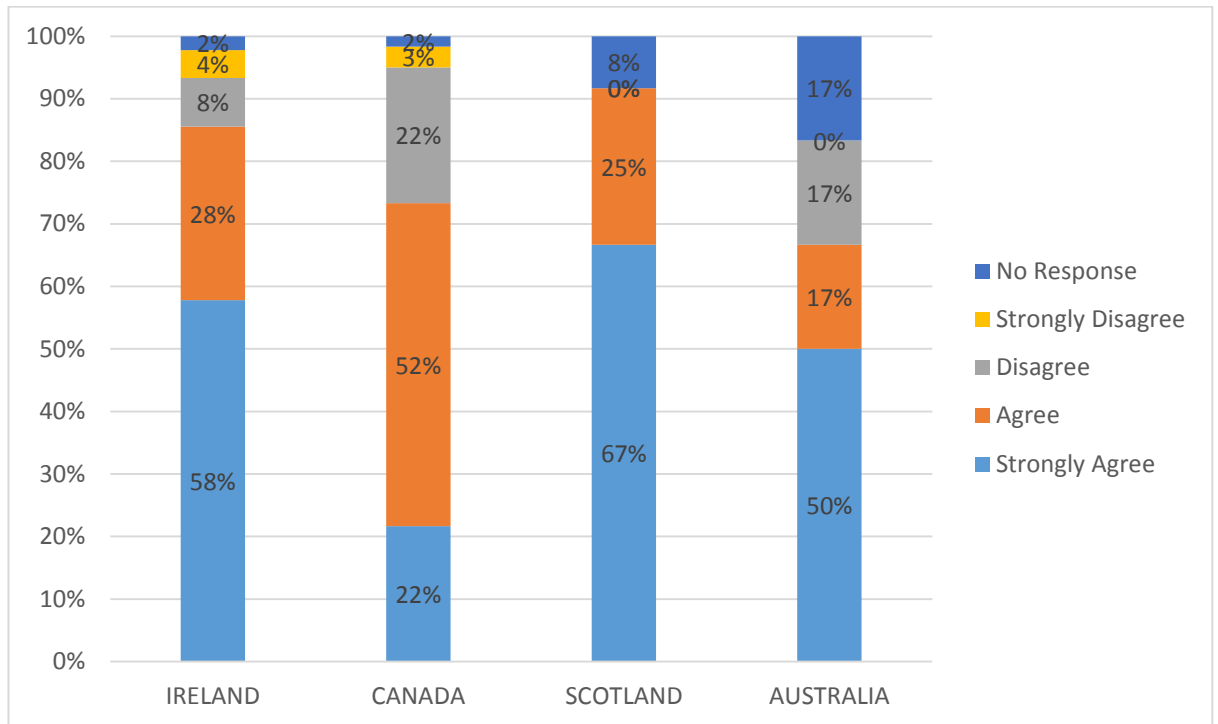
22.11: Future Provision for CPD - Evidence of engagement with CPD should be a requirement for renewal of registration / licence to teach



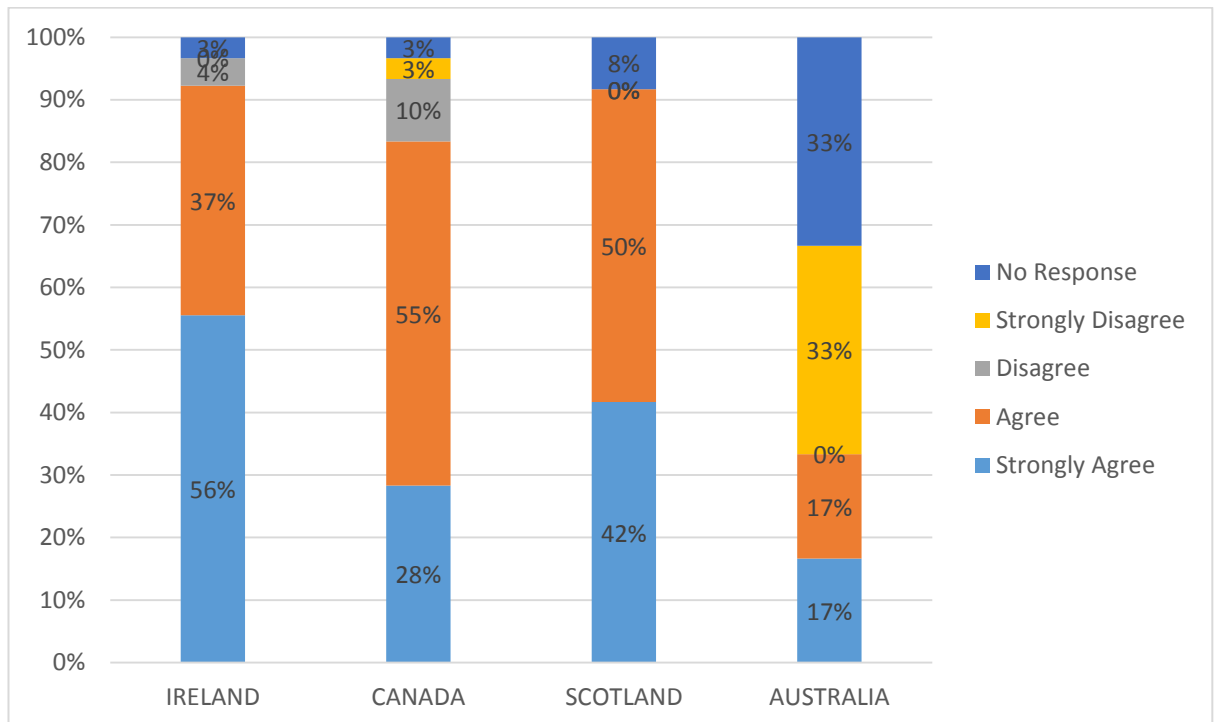
22.12: Future Provision for CPD - Teachers as lifelong learners, should be supported in developing a strong culture of engagement in CPD



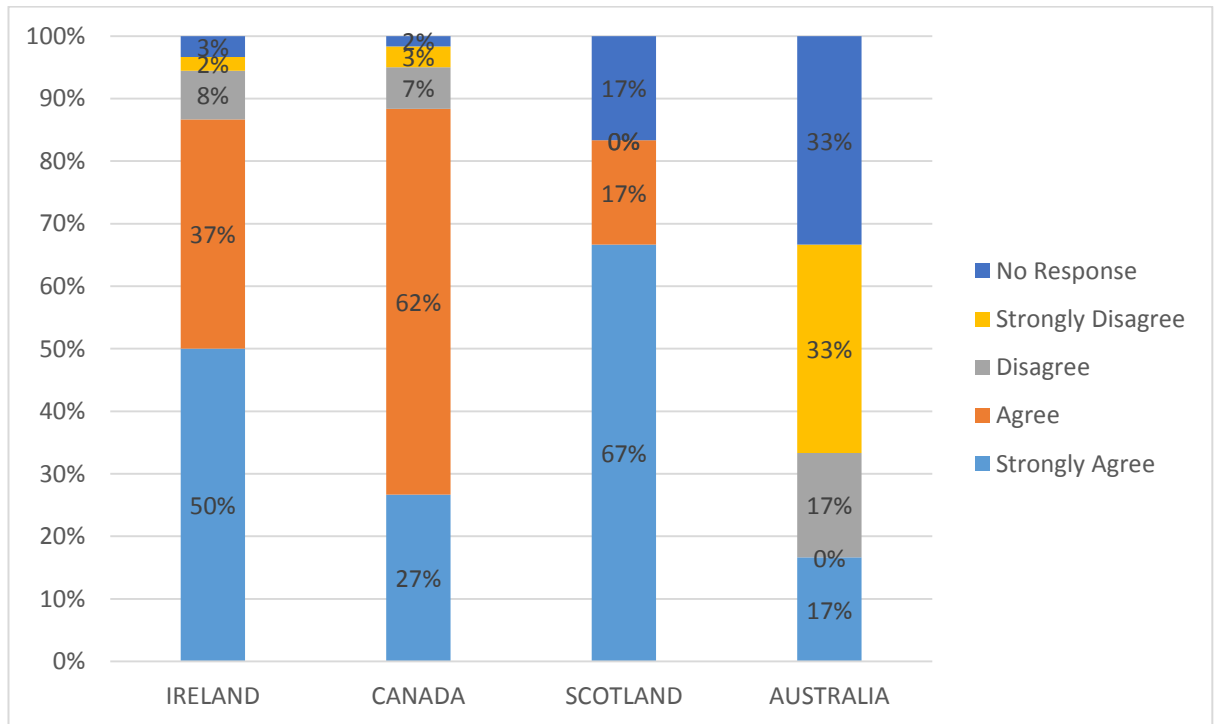
22.13: Future Provision for CPD - CPD providers should be accredited (licensed) by the professional body for teaching, e.g., Teaching Council



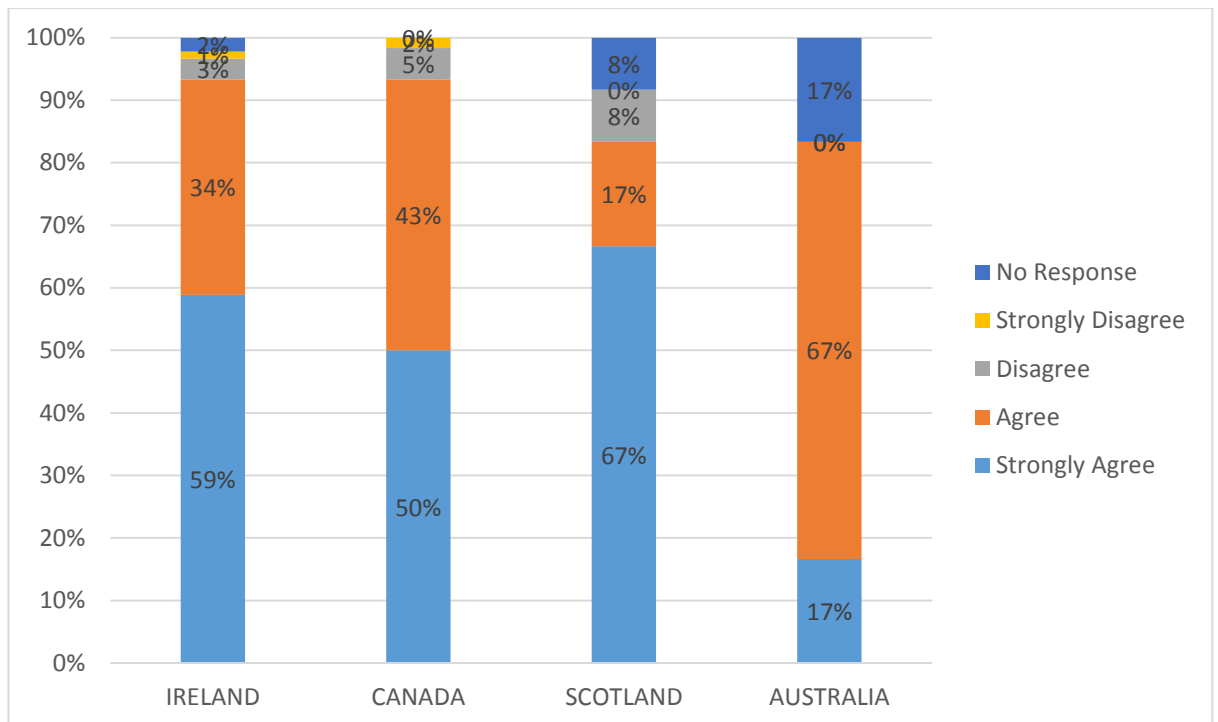
22.14: Future Provision for CPD - Opportunities for professional accreditation for teachers should be provided for in a national framework for CPD



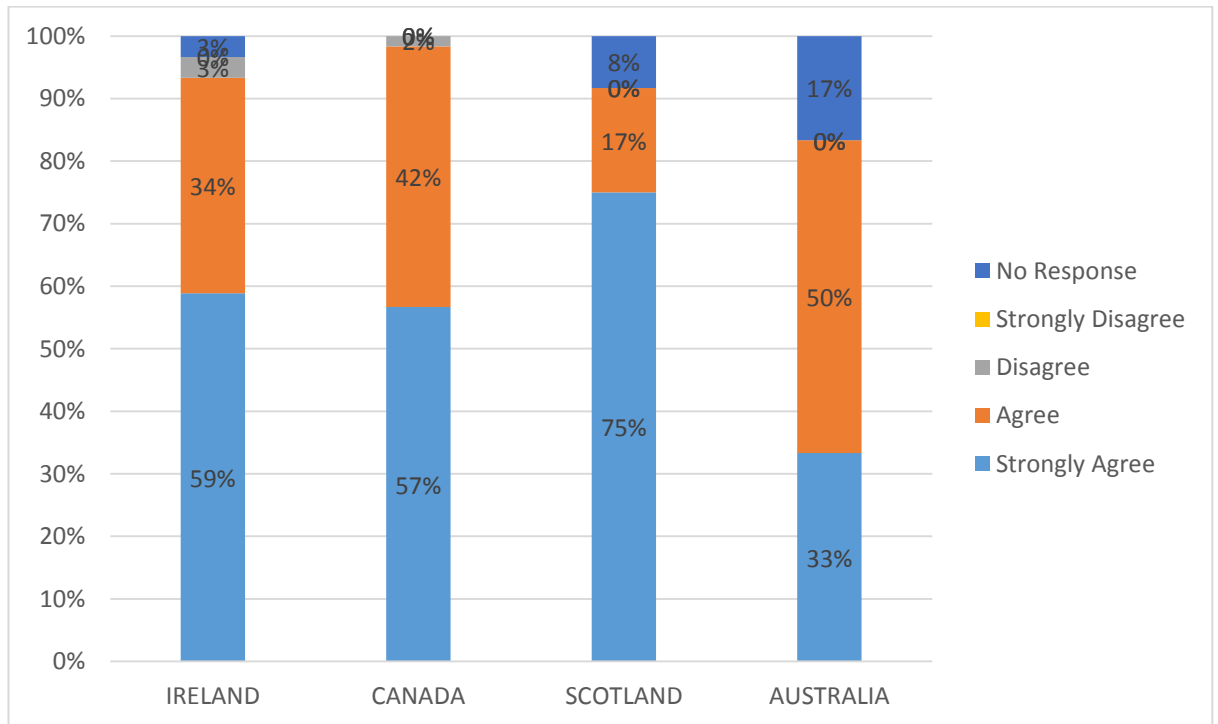
22.15: Future Provision for CPD - Opportunities catering for career progression should be incorporated into a framework for CPD, e.g., Chartered Teacher, Programme for Headship



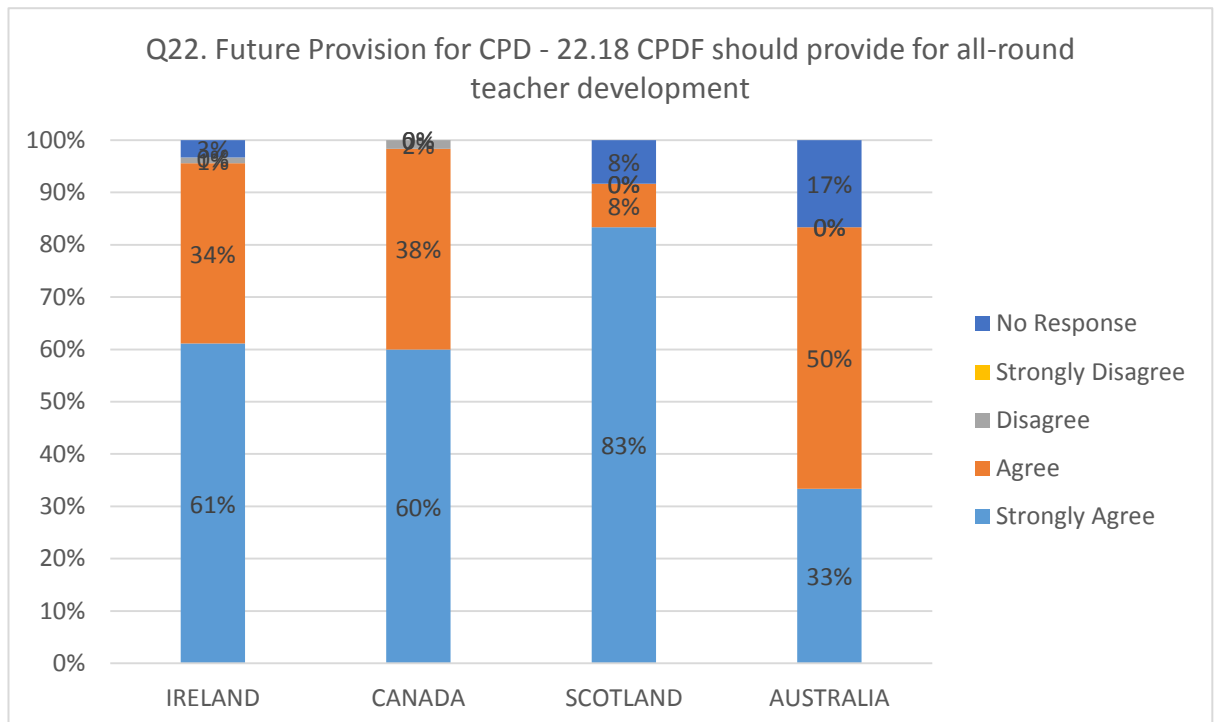
22.16: Future Provision for CPD - A framework for CPD should embrace a multifaceted approach to provision, e.g., on-line, weekend seminars, etc.



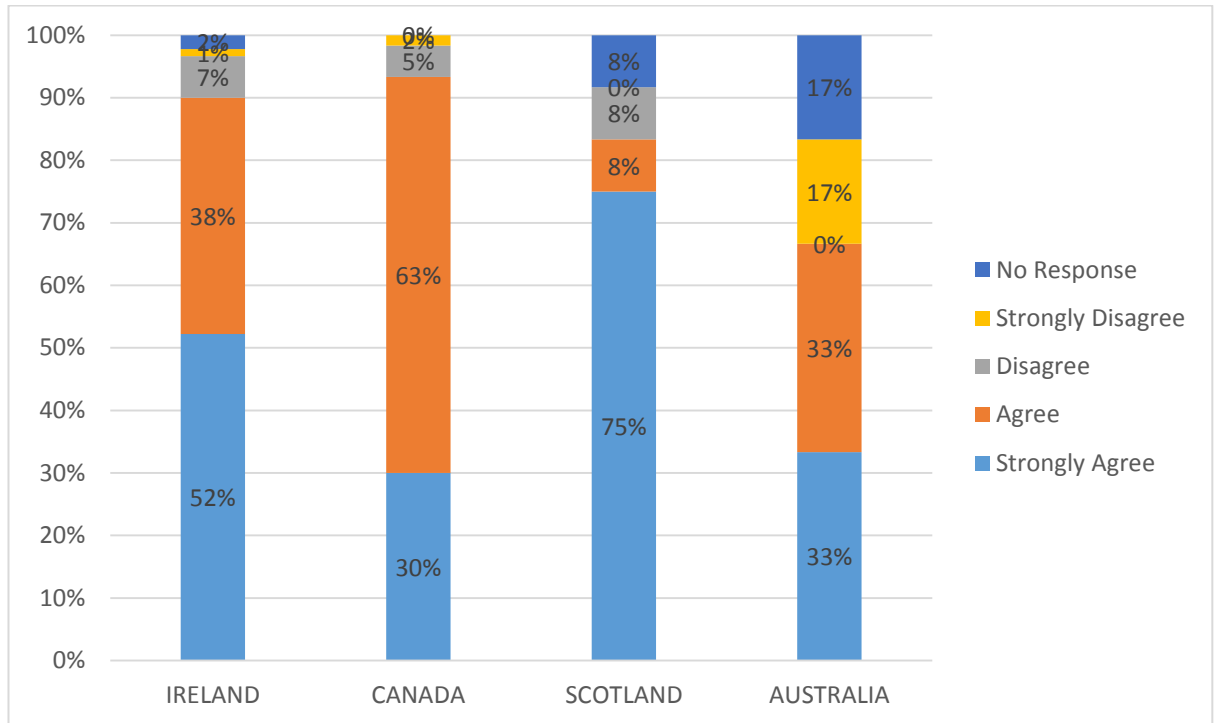
22.17: Future Provision for CPD - A framework for CPD should embrace the principles of adult education, addressing the needs of teachers as adult learners, using a multifaceted approach to CPD teaching and learning methodologies



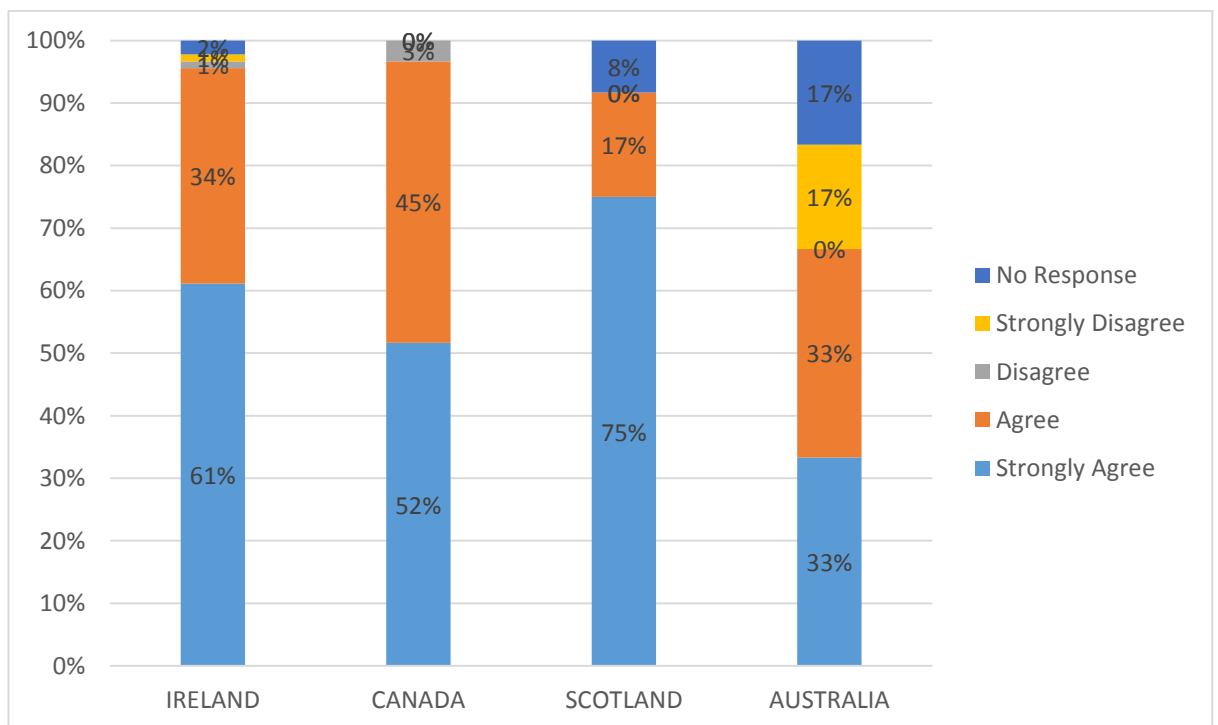
22.18: Future Provision for CPD - A CPD framework should provide for the development and enhancement of teachers' values, attitudes, knowledge, skills and competences



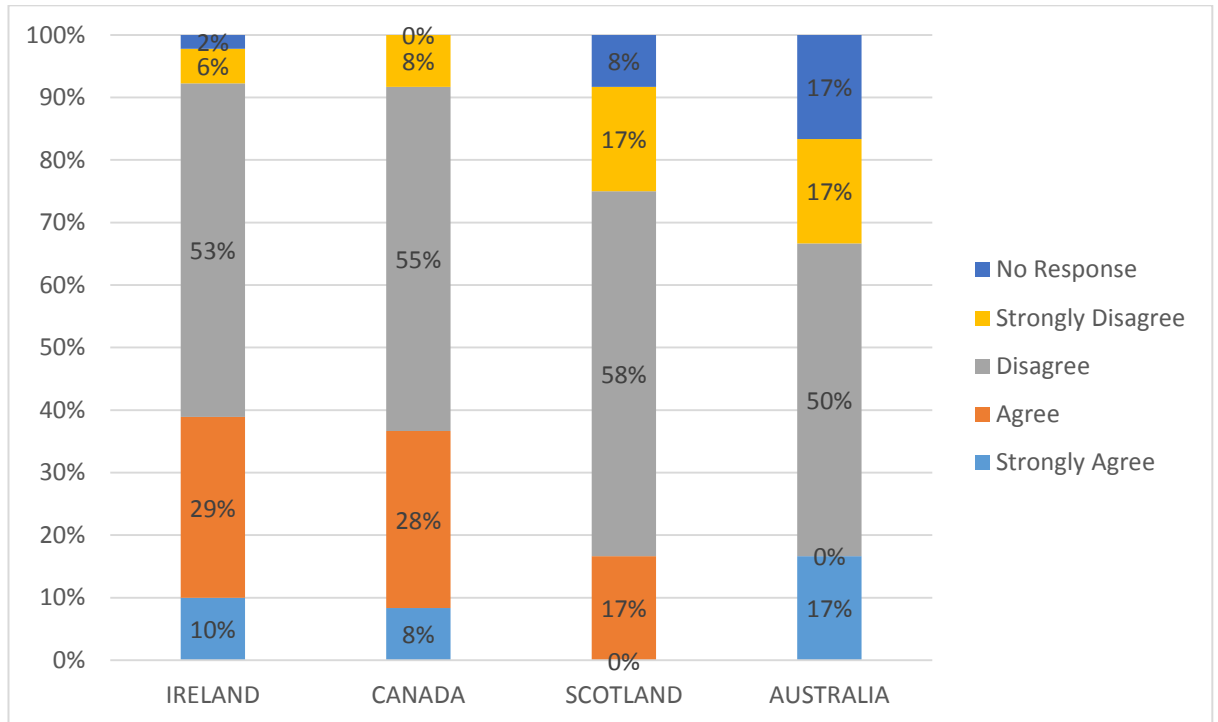
22.19: Future Provision for CPD - A framework for CPD should be developed in consultation with the partners in education, i.e., the State's (Region's) Department of Education, Teacher Educators, Parents, Teacher Unions, Management (Governance) Bodies, Teachers' Professional Bodies, etc.



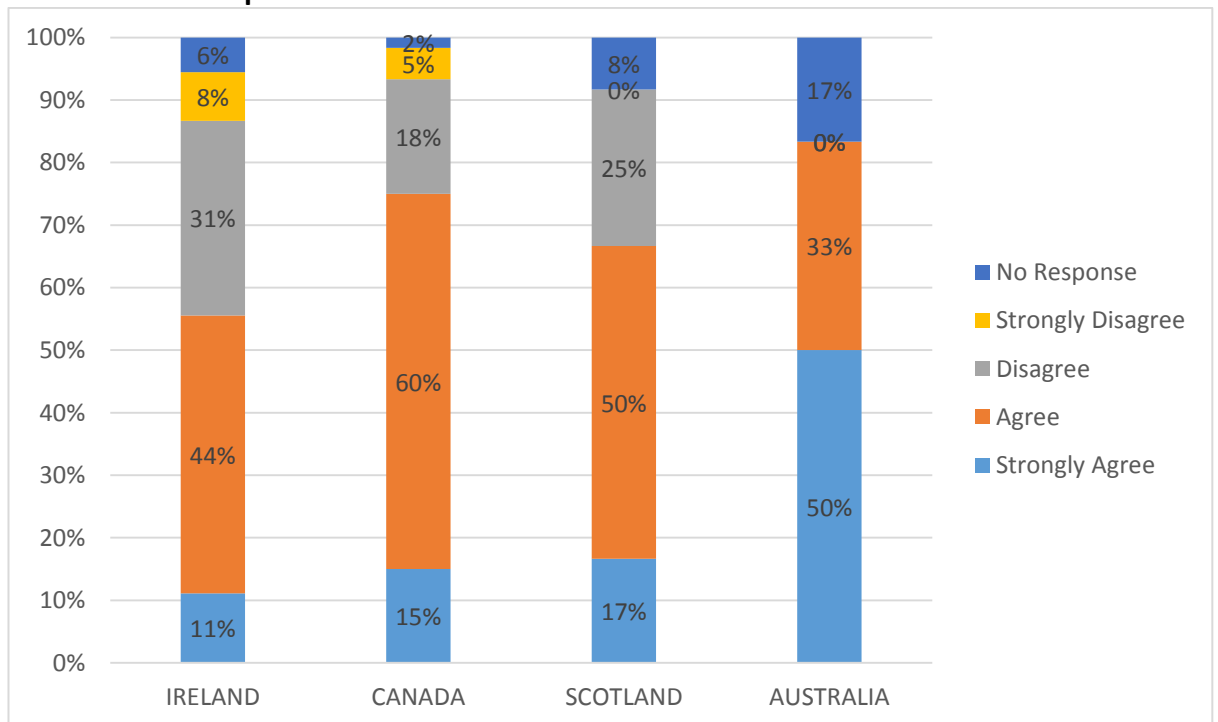
22.20: Future Provision for CPD - A framework for CPD should aim to raise awareness of the necessity to support teachers' CPD,



22.21: Future Provision for CPD - Teachers should have sole authority in the development of a framework for CPD since they are the beneficiaries



22.22: Future Provision for CPD - Teacher Unions should have a strong voice in the development of a framework for CPD



22.23: Future Provision for CPD - To avoid clashes between teaching time and CPD time, scheduled provision for CPD on a continual/recurring basis should be included in any national framework for CPD

