



1.3. TIPS FOR SCHOOL LEADERS - CONTINUOUS PROFESSIONAL DEVELOPMENT



Reminder for New Teachers:

- Teachers and school leaders are expected to undertake 50 hours of continuous professional development. All teachers are expected to undertake a combination of modes (in person and online), with some professional development organised by the school, district, or the State Government, and other activities self-selected 'cafeteria style' (e.g. from the DIKSHA portal pmevidya.education.gov.in/diksha.html).
- The National Council of Educational Research and Training's Guidelines for 50 Hours of Continuous Professional Development for Teachers, Head Teachers and Teacher Educators can provide more information, including on the objectives (see page 17).

As a leader, you play an important role in developing a strong professional learning culture.

- Encourage a school-wide approach to professional development that enhances applied learning capacity.
- Create incentives for teachers to take a collective approach to continuous professional development (CPD).

1. Work with teachers to develop a continuous professional development plan that:

- Provides a shared strategic direction for the school and its teachers to deliver applied learning. It needs to be realistic, achievable and supported by teachers and the school community. A 'top down' approach will not work. To build a strong shared vision, focus on the following questions:
 - » What will your school look like in five years? What is the vision?
 - » What existing strengths can your school build on to achieve that vision?
 - » What needs to change or be further developed to increase applied learning capacity?
- Identifies the current strengths of your teachers. Involve them in developing a strengths-based plan for school professional development.
 - » In what areas do your teachers have strong expertise?
 - » Are there areas where their expertise can be enhanced?
 - » What are the constraints that limit their potential?
- Locates opportunities to develop the capacity of your teachers.
 - » Can meetings with teachers completing their required CPD be used to share knowledge and expertise on key aspects of applied learning?
 - » Are there highly skilled teachers who can mentor less experienced colleagues?
 - » Can a small group of teachers work on a designated problem for the school's strategic plan (e.g. to develop new rubrics) and collectively plan their professional development to complete this work? This may require identifying (1) key areas enabling transformative change in the school, (2) how teachers' strengths can be leveraged and (3) change agents who can help achieve the desired outcomes.

2. Create incentives for teachers to engage with CPD in ways that support the school's professional development plan by:

- Identifying incentives that are meaningful to teachers
- Recognising teachers' contributions to the school's professional development plan.
 - » Alignment of teachers' professional development to the school's strategic plan
 - » Sharing of teachers' expertise in school-based professional development activities (e.g. running sessions in school meetings)
 - » Peer mentorship