



Guidance

Teachers & Staffing

Helping You Develop Guidance on Producing a Professional Development Record

**CPD Co-ordinators,
Headteachers and
Teachers**

Status: Guidance

Date of issue: September 2001

Ref: DfES 0649/2001



department for
education and skills
creating opportunity, releasing potential, achieving excellence



1. What is a Professional Development Record?

A Professional Development Record (PDR) is a confidential and voluntary collection of material that records and reflects your work. It is a way of using past experiences and present activities to demonstrate and reflect on skills learnt, to identify future learning needs and priorities, and to inform and plan prospective development. It provides a mechanism, together with your performance review, for thinking about your practice in a planned and systematic way. A Professional Development Record links across all the Department's Continuing Professional Development (CPD) initiatives including the *Teachers' Standards Framework*, which provides a 'starting point' for teachers to recognise the diverse skills they have already and may require at different stages in their career. The Framework enables teachers to plan training and development to make the best use of their talents within the teaching profession and to stimulate the development of a learning community. The Professional Development Record builds on existing good practice in the profession that ranges from career entry profiles to individual school and management development logs.



The first part of a Professional Development Record contains evidence of 'achievements' such as certificates, qualifications, relevant courses attended, posts held and particular responsibilities. The second part is a 'developmental PDR' section where you can:

- record your experience, skills and attributes
- record your learning and development
- reflect on your teaching and learning
- analyse your strengths and areas for further development
- set learning priorities and plan your future

2. Why have a Professional Development Record?

To prepare evidence for:

- a job interview
- a threshold or Advanced Skills Teacher (AST) application, etc
- a performance review meeting
- possible accreditation of learning

To plan for your career by:

- recording your career history
- collecting evidence of your current achievements
- showing skills and/or improvement in areas such as team building, working together, motivating people, self-confidence
- reflecting on your progress and learning as a teacher

To plan your training and development by:

- reflecting on your teaching and learning
- analysing your strengths with a colleague or mentor

- identifying and targeting learning and development opportunities having used the *Teachers' Standards Framework*
- planning for qualifications

"Personally, my Professional Development Record is an important aspect of my development as a school leader. I feel it gives credibility to the CPD provision for the whole school; encouraging other staff to continue to keep their own Professional Development Record up-to-date. As a school community we actively celebrate the successes of staff, governors, pupils and parents. This is an important factor in our quest to overcome low expectations in our area and significantly raise aspirations and achievement for our pupils and for all partners in our school community".

3. Steps to producing a Professional Development Record

Reviewing Experience

What have I done and how have I contributed to pupils' learning?

Begin by listing experiences that have been of significance to you. Then write a short paragraph to give a clear picture of what you did or what happened for each one.

"My initial response to the idea of producing a Professional Development Record was, "I won't have time". However, my Team Leader encouraged me and I made a start on it. I added information to it at odd moments over a long period of time. It was a continual process and I was able to add examples and evidence to it as they happened. I found this very useful for my performance management review. It made me reflect on what I had

already achieved and made me realise that I had already extended my development as a teacher a great deal: my teaching over a broad range of age groups and abilities; assessing my pupils; liaising with parents; working with my tutor group on the assembly last term and organising a school trip abroad – these activities are all part of my professional development.

Recently I've been adding details of classes that went well and what I learnt from them. Likewise, I have recorded details of classes that didn't go well and what I have learnt from them. It's helping me to recognise my strengths and weaknesses and articulate them".

In Appendix 1, there is an indicative list of examples of CPD that can take place within school and can act as a prompt to help you list your experiences. The list can also help you to look ahead to learning opportunities you would like to include as future objectives.

Learning Achieved

What have I learnt from these experiences?

Focus on how these experiences have made an impact on you and hence what you have learnt. Few people think systematically about what they have learnt and done and often undervalue their knowledge and experiences. The following format is a possible way of recording your learning:

- *The Needs Analysis:*
Why do you want to undertake that particular activity? What do you think will be the benefit to you, your school, and your pupils?

- *The Activity Itself:*
What did you do? Who was involved? What did you learn? What impact did it have on your pupils' learning?

- *Immediate Response:*
What aspects of the activity did you think were relevant to your work?

What new ideas and activities did you decide to try out in your work?



- *Dissemination:*
How did you discuss what you learned with others? What did they think?

- *Implementation:*
How did you try out new ideas and approaches?

- *Evaluation:*
How effective were the ideas and approaches in your classroom, your department, key stage or whole school? What evidence have you got to support your points? In what ways were these findings shared with others?

organisation. You may want to identify/review your development needs and set objectives for further development. Additionally you may want to identify possible training opportunities such as mentoring, lesson observations, coaching, research and work shadowing. Once you have set your objectives think about which opportunity would best serve your purpose and your preferred way of learning. You should also consider, if applicable, who will support you, how the training will be resourced and when it will be completed.

You may wish to reflect on:

- the values you hold as a teacher
- the parts of your job in which you excel
- particular contributions that you have made to your school
- an important initiative that you have led recently
- aspects of your work that prevent you from achieving your goals
- the main challenge in your present role
- the parts of your present role that you want to develop
- the skills and qualities that you have, but are not fully utilised
- the skills and qualities that you need to develop

Planning your Development

**What are my priorities for development?
How will I achieve them? What opportunity would help me to gain more experience, to develop professionally and enable me to attain my objectives? What resources are needed? What support will I need? When and how will I review progress towards meeting my objectives?**

Here, you are looking to build both on your strengths and areas you want to develop in terms of either personal development and/or in relation to your school as a learning

- the sort of support that would enable you to make more of your role

Once you have decided what you want to develop, record your objectives and training opportunities in an action plan. There is a possible format for this set out in Appendix 2.

“When I was encouraged by my Headteacher to seek Advanced Skills Teacher status, I faced the daunting task of having to summarise my long career and my CPD activities, and provide evidence of effective classroom practice. The outcome was a Professional Development Record. I was able to include evidence of my class progress as well as reports of observations of my teaching. The latter included areas for development intended to help me refine my professional skills. I wrote these in the Professional Development Record to demonstrate my continuing professional development. All of the teachers in our school now plan, review and record their progress in this way”.



- How will I collect data to show I am helping my pupils?
- What evidence do I have that I am developing as a professional educator?

At the heart of the evidence collection process is pupils’ learning. Supporting evidence for your Professional Development Record could include: photographs, graphs, letters, reports, tapes, videotapes, minutes, designs, proposals, lesson plans, lesson observations, budgets, certificates of courses or achievements, evidence of posts or responsibilities held.

“I am a Geography teacher of 5 years experience in a secondary school. The provider of my ICT training encouraged me to maintain a record of evidence as I progressed through the classroom-based tasks agreed during the training. I was able to increase my ICT skills and consequently the greater use of ICT in my teaching had a positive effect on the outcomes of my lessons. I am now registered with a local HE provider who is providing some support workshops and further guidance to enable me to use the record as a basis for a postgraduate award towards a Masters degree in Education”.

Collection of Evidence

Where and how have I shown my knowledge/skill? What evidence is available?

Think laterally about where you have used your knowledge and how you could demonstrate this. Collect evidence as you go through the development experience to show how and what you have learnt and how your pupils have learnt. Here are some questions to help you:

Common Questions Asked

“What type of Professional Development Record should I use? Does it matter if it is paper-based or ICT-based?”

First check whether your school/LEA already has a Professional Development Record (PDR) that is used successfully. It doesn't matter whether you choose a paper-based or ICT-based Professional Development Record or a combination of the two. Your PDR will evolve over time to the format that suits you best anyway.

“How do I get started?”

You have probably already started without realising it. Your Professional Development Record is a means of clearly recording information, for example, evidence of your achievements from your performance review statements, self-analysis and current and future objectives. If you are recently qualified, you will have gathered material towards your monitoring, support and assessment during induction. One starting point for a Professional Development Record is to look at where you are in your development at the present time. For instance, you may have worked through the *Teachers' Standards Framework* to identify the skills you want to develop. Using this information you can plan your next steps and build on what you have already learnt.

“What evidence should I collect?”

You can include whatever you consider best demonstrates what you have achieved. There are no right or wrong pieces of evidence and sources can include performance review statements, documentary evidence, observational evidence, photographs, letters, records of interviews and so on.

“How should I organise my Professional Development Record? Layout? Style?”

Once you have decided the purpose(s) for your Professional Development Record, this will help you to determine the layout and style of the document. Organise it in a way which suits you and is easy to use. For example in a ring-binder, in hanging files, on computer with a back-up paper folder containing certificates/videos/pictures/CD ROM or any other easily accessible form.

“How often should I review my Professional Development Record?”

Review progress towards your learning objectives at appropriate moments and update the Professional Development Record to show your most recent developments. This work could be integrated into your professional life as part of your self-review towards your performance objectives or whenever you feel that something important has happened that you would like to document.

Appendix 1. Examples of CPD other than External Courses

Observing good practitioners:

- observing other teachers teaching
- watching a colleague present an assembly
- observing a visiting expert
- shadowing a colleague
- visiting and seeing other schools in action
- taking part in developing a learning community
- observing and working with an artist in residence
- working with other professionals such as education psychologists
- working with an exam board or marking exam papers
- networking and sharing with a group of colleagues from another school
- team teaching
- learning through professional practice with others
- developing pedagogy in the context of ICT
- counselling parents
- peer mentoring, eg. mentoring an NQT
- organising a display in collaboration with colleagues

Extending professional experience:

- leading and contributing to school-based INSET
- rotation of roles/jobs
- developing own professional profile
- coordinating/managing a subject
- assuming the role of leader for a special initiative in school
- carrying out action research in the classroom/school
- contributing to a professional publication
- gaining experience of interviewing
- acting as a performance reviewer
- being reviewed
- serving as a governor
- serving on professional committees/working parties
- becoming a union representative
- leading/supervising non-professionals who work in the classroom
- working on extra-curricular activities
- taking part in staff conferences on individual pupils

Working with Pupils

- taking responsibility for a group of pupils on an off-site visit
- developing teaching skills across a wide age and ability range
- working with pupils on school councils
- working with pupils to present an assembly, play, musical performance or other event
- working with pupils preparing a school year book
- collaborating with peripatetic teachers

Taking time to evaluate your own practice

- inviting your peers to observe you
- getting feedback from your own pupils
- analysing class and examination work
- integrating the use of pupil websites and on-line communities into teaching
- using e-mail/video conferencing between pupils in teaching
- negotiating targets and evaluating work alongside pupils
- mentoring individual pupils
- reviewing your marking
- videoing yourself

Appendix 2. Individual Action Plan

Individual Plan

Objective (including training, support and interim milestones, as appropriate)

Notes from any discussions

Development and training (including target knowledge and skills, and target dates)

Who will you work with?

How is the objective to be achieved and by when? What kind of evidence will you need to collect?

How will you know when it has been achieved? How will you validate your evidence?

Copies of this publication can be obtained from:

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Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel: 0845 60 222 60
Fax: 0845 60 333 60
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e-mail: dfes@prolog.uk.com

Please quote reference number: DfES 0649/2001

ISBN 1 84185 563 4

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