The improvement of training and development of heads, teachers and support staff is high on both national and local educational agendas, particularly as delegated budgets and devolved funding have enabled all schools to become self-managing and increasingly autonomous. Teachers, researchers, policy analysts and politicians argue that teacher professionalism must increase if education is to improve. Throughout the western world, the professionalism of teachers has been placed under considerable pressure by the move towards centralized curricula and assessment, and the use of performance data and outcome measures as a means to account for and improve what goes on in classrooms.

This chapter provides the context and rationale for the book arguing strongly that for schools to improve urgent attention must be given to its main resource – its people. It attempts to define professional development and to show how, despite the recent introduction of a CPD strategy from the government (DfEE, 2001a), the focus on it is not new. This introductory chapter also provides a strong case or rationale for taking the management and leadership of CPD seriously, whilst also offering a framework for understanding CPD. Finally, it briefly considers a range of practices outside education before concluding that an entitlement to CPD or lifelong learning is the proper way forward and that all employees have a right to work in a learning community.

People matter

Educational reform, especially over the last 15 years, has made imperative the need for urgent and high-quality staff development and training. Teachers have delivered unparalleled curricular change including the introduction of a ‘National Curriculum’ in 1988; Key Stage 2 literacy and numeracy strategies ten years later and, more recently, the Key
Stage 3 strategy, thus placing well-documented strain on the profession, and promoting national concerns about teacher recruitment, retention and morale. The pivotal role of teachers in the delivery of the government’s reform agenda was acknowledged with the introduction in England in March 2001 of the CPD strategy where it was clearly stated that ‘all our ambitions for education depend on teachers doing well in the classroom’ (DfEE, 2001a: 3).

There is a growing recognition that the management and development of people – human resource management (HRM) and human resource development (HRD) – is more effective in enhancing the performance of organizations, including schools and colleges, than any other factor. For example, the Chartered Institute of Personnel and Development (CIPD) argue for the careful management of people as the prime resource of the organization, claiming that managers get better results (in terms of productivity, customer satisfaction, profitability and employee retention) by managing and developing people better. Within the sphere of education, Riches and Morgan were probably the first to recognize that the truly key and scarce organizational resource was not finance or money but excellent people when they stated:

> Of all the resources at the disposal of a person or an organisation it is only people who can grow and develop and be motivated to achieve certain desired ends. The attaining of targets for the organization is in their hands and it is the way people are managed so that maximum performance is matched as closely as possible with satisfaction for the individuals doing the performing, which is at the heart of HRM and optimum management. (1989: 1 original emphases)

People and their training and development – their continuing professional development – must be seen as an investment and it is therefore essential that each school establishes not only a CPD or HRD policy but also the means of its implementation through effective management and leadership. As funds and responsibilities are progressively transferred to schools they can be deployed in more varied and creative ways, leading to more responsive and effective systems of CPD. Schools and their governing bodies take the main responsibility for developing the quality, motivation and performance of their people – for managing and developing the human resources. The approach to CPD and its management presented in this book is to regard the training and development of staff as both a collective and individual responsibility – institutional and individual needs have to be regarded in a complementary and holistic way. Schools operating in this way are likely to have a better motivated and higher-performing workforce.

Schools that do not look after their staff’s professional development usually lose the best teachers. The arguments for professional development are clear. We believe that it:

- helps everyone be more effective in their jobs, so pupils learn and behave better and achieve higher standards;
- improves retention and recruitment – word gets around about the places where you are looked after, and where you are not;
- contributes to a positive ethos where people feel valued and motivated;
- makes for a learning community – the pupils are learning and so are the staff;
is a professional responsibility and entitlement;

saves money – the costs of recruiting and inducting a new teacher into a school can be about £4,000.

If the expertise and experience of staff is increasingly seen as a school’s most precious resource then the management and leadership of CPD must be seen as an integral part of managing the total resources available to the school. Some have linked CPD to targets as identified in both school development and personal development plans. In this way it is likely that an appropriate balance will be retained between school (and group) needs and the personal and professional needs of the individual. Teachers and other staff will always feel the need to be valued, and this should not be forgotten when considering the balance between identifying and meeting individual and institutional needs. The effective management of CPD should ensure that support is available and conditions created which enable staff to work together and to develop and improve their workplace performance. By headteachers, CPD co-ordinators and other staff helping to create a climate or culture which is conducive to learning – of both staff and pupils – schools are well on the road to becoming learning communities where investment in people is given the priority it deserves. Student learning is a key goal of all schools, whereas often the ongoing learning of teachers and other paid employees is not always prioritized or adequately resourced.

WHAT IS CONTINUING PROFESSIONAL DEVELOPMENT?

One of the hallmarks of being identified as a professional is to continue to learn throughout a career. The professions, broadly defined, now cover over 20 per cent of the workforce – more if managers are included – and most are employed in large companies or the public sector. They range from the well established and powerful to those who are still trying to establish their professional status. The strongest are those of over 80 professions regulated by law, public authority and royal charter, where membership or registration is necessary to practise. Continuing professional development has become the term widely used for ongoing education and training for the professions. If teaching is seen as a profession – and a case for this has long been argued – an important characteristic or hallmark of a member of a profession is the commitment shown towards self-improvement or development. This is not, however, for its own sake but to ensure that the beneficiaries or clients – in our case pupils and parents – are provided with the best possible service. The prime responsibility for securing individual professional development of teachers is not, however, the exclusive concern of the employer – teachers themselves must expect to play a key role – and professional development opportunities must be available for individuals to help them become better practitioners.

But what do we mean by the term CPD and is it different from personal development or staff development or in-service education and training (INSET)? Broadly speaking, continuing professional development encompasses all formal and informal learning that enables individuals to improve their own practice. Professional development is an aspect of personal development and, wherever possible, the two should interact and complement each other. The former is mainly about occupational role development, whereas personal development is about the development of the person, often the ‘whole’ person, and it almost always involves changes in self-awareness. As Waters
explains: ‘It is the development that can occur when teachers are construed first and foremost as people, and is predicted on the premise that people are always much more than the roles they play.’ (1998: 30)

A definition of CPD might refer to: ‘any professional development activities engaged in by teachers which enhance their knowledge and skills and enable them to consider their attitudes and approaches to the education of children, with a view to improve the quality of the teaching and learning process’ (Bolam, 1993). In this sense it is perhaps little different to how some have defined in-service training or staff development. The seminal James Report (DES, 1972) defined INSET as: ‘the whole range of activities by which teachers can extend their personal education, develop their professional competence and improve their understanding of education principles and techniques’.

An analysis of the literature does, however, reveal a number of nuances and slight differences for the different concepts used. A simple but most useful conceptual breakdown is offered by Bolam (1993) in his publication for the General Teaching Council. Bolam makes use of a threefold distinction among:

- professional training, for example, short courses, workshops and conferences emphasizing practical information and skills;
- professional education, for example, long courses and secondments emphasizing theory and research-based knowledge;
- professional support, for example, activities that aim to develop on the job experience and performance.

Continuing professional development is an ongoing process building upon initial teacher training (ITT) and induction, including development and training opportunities throughout a career and concluding with preparation for retirement. At different times and at different stages one or other may be given priority, but the totality can be referred to as continuing professional development. Development – as noted earlier – is about improvement, both individual and school improvement.

Continuing professional development embraces those education, training and support activities engaged in by teachers following their initial certification which aim to:

- add to their professional knowledge;
- improve their professional skills;
- help clarify their professional values;
- enable pupils to be educated more effectively (Bolam, 1993).

In their survey of continuing education for the professions, Madden and Mitchell (1993) state that CPD can fulfil three functions:

- updating and extending the professional’s knowledge and skills on new developments and new areas of practice – to ensure continuing competence in the current job;
- training for new responsibilities and for a changing role (for example, management, budgeting, teaching) – developing new areas of competence in preparation for a more senior post;
- developing personal and professional effectiveness and increasing job
satisfaction – increasing competence in a wider context with benefits to both professional and personal roles.

Day has noted how most definitions of professional development stress its main purpose as being the acquisition of subject or content knowledge and teaching skills, whereas for him it must go beyond these:

Professional development consists of all natural learning experiences and those conscious and planned activities that are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching and by which they acquire and develop critically the knowledge, skills, and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives. (1999: 4)

More recently, the government in launching its strategy for professional development offers a further, albeit succinct, definition when it states: ‘By “professional development” we mean any activity that increases the skills, knowledge or understanding of teachers, and their effectiveness in schools’ (DfEE, 2001a: 3). What is central to the success of the strategy is the need for staff to work in schools with collaborative cultures, where there is a commitment to improving teaching and learning and, in the words of the department, where there is ‘learning from and with other teachers’ (DfEE, 2001a: 6). Learning on the job and learning from the best are key characteristics of the CPD strategy – issues which are further explored in later chapters.

To summarize, CPD is an ongoing process of education, training, learning and support activities which is:

- taking place in either external or work-based settings;
- engaged in by qualified, educational professionals;
- aimed mainly at promoting learning and development of their professional knowledge, skills and values;
- to help decide and implement valued changes in their teaching and learning behaviour so that they can educate their students more effectively thus achieving an agreed balance between individual, school and national needs (based on Bolam, 2002).

It is clear that long gone are the days when initial training and induction were seen as a total or final preparation for a career in teaching; nowadays they have to be seen as merely providing a platform on which further or continuing professional development will be built. Nevertheless, the initial period in teaching is crucial as the experience of the first year is most formative. There is therefore a need to set high expectations and standards when there is the greatest receptiveness and willingness to learn and develop. It is during the induction period, for example, that the support of others is crucial if new entrants to the profession are to develop the competences, the confidence and the attitudes that will serve as the basis for ongoing professional development.

Perhaps the single most important feature of CPD is to encourage and promote a commitment on the part of the individual to professional growth. Leading and managing people development – making CPD work – therefore means providing structures and
procedures to co-ordinate developmental opportunities so as to promote such growth and to help staff develop and improve their workplace performance.

IS THE FOCUS ON CPD NEW?

The formation in September 1994 of the Teacher Training Agency (TTA) and, more recently, the launch of the government’s CPD strategy in March 2001, meant both initial teacher training or education and CPD have attracted much attention. But these ideas about the central importance of CPD to the teaching profession are not new, although they are of fairly recent origin:

The first national enquiry into in-service education training was not mounted until 1970, which seems to suggest that it had broadly been assumed that initial education and training would suffice for a professional lifetime. It is an assumption rooted in a view, perhaps held subconsciously rather than formalized as ‘policy’, that the task of the teacher remained constant. (H. Tomlinson, 1993)

The James Report, published over 30 years ago, was aware of the need to change such outmoded views and recognize the social and cultural changes that were affecting the education system. As a result, the further professional development of teachers became a national issue. The report, which is perhaps best known for its suggestion that teachers should be entitled to the equivalent of one term’s release for training and development every seven years, stressed the importance of in-service education and training, and stated that each school should regard the continued training of its teachers as an essential part of its task for which all members of staff share responsibility. Every school was seen as needing a ‘professional tutor’ to co-ordinate training and development, and to compile and maintain ‘a training programme for the staff of the school, which would take account of the curricular needs of the school and of the professional needs of the teachers’ (DES, 1972). As Williams (1993) notes in his overview of changing policies and practices, the strength of these proposals was their focus on teachers and schools, seeing responsibility for CPD to be that of individual teachers and the schools in which they worked.

The James Report also made reference to the now widely used and accepted continuum of professional development – the so-called ‘three Is’ of initial teacher training, induction and INSET. Continuing professional development should ensure that individuals progress from ‘novice’ or ‘advanced beginner’ status to that of an ‘expert’. However, expert status is not a once and for all achievement. It is ongoing – new demands, a changing curriculum and various other changes mean that learning and development is never ending.

At the time of the James Report, training and development was seen very much as the individual’s concern and it was not perceived as important by all teachers or their employers, the local education authorities (LEAs). The report was followed by a number of policy and discussion documents, culminating in what has been termed ‘the INSET revolution’ so that now CPD has ‘gradually become a priority within the education system paralleling the rise of “human resource development’ in other large organisations in the public and private sectors’ (Oldroyd and Hall, 1991). The point has been made, however, that the predominant view of INSET over the recent past is that it is centrally funded and used largely to ‘retool’ and ‘retrain’ teachers so they can ‘deliver’ the government’s reforms, particularly those associated with the 1988 Education Reform Act and the strategies for literacy, numeracy and Key Stage 3. John Tomlinson, for exam-
ple, identifies the early 1980s as a turning point: 'between a time when INSET was almost entirely left to be pursued by the individual teacher and the present view that it must also, indeed predominantly, serve the needs of the schools and the system as well as the personal or professional development of the individual' (1993). We shall return in a later chapter to this shifting emphasis of CPD provision and consider how the needs of the ‘system’, the ‘institution’ and the ‘individual’ might be catered for.

**TAKING CPD SERIOUSLY**

Continuing professional development has to be seen as a collective responsibility – the responsibility of both individual teachers and the schools in which they work. Individuals and their places of employment should take joint responsibility for professional development and training, which should be for the benefit of both. Recently, growing attention has been given to organizational ‘cultures’ and the emphasis that may or may not be given to the training and development or the ‘learning’ of its members. The experience and expertise of staff – both teaching and support – is generally recognized to be the school’s most important and most expensive resource (Earley, 1995). The term ‘learning community’ or ‘learning organization’ is becoming more commonly known and attempts are being made – through such initiatives as Investors in People and the most recent inspection framework (Ofsted, 2003a) – to ensure that more schools are aware of what this means for themselves. Leading and managing people and their development have to be seen as a central part of the responsibility of managing the school’s total resources.

A learning community is sensitive to its environment and constantly evolving, making use of the skills and talents of all of its people to greatest benefit. As Watkins and Drury (1994) state it is:

> an organization which learns and which wants its people to learn, ensures that the conditions for learning and for response to change are such that the aspirations of the individual, the team, and the organisation are in tune. It develops a learning culture where learning and development are valued and seen as an integral part of effective performance, and where people are regarded as assets rather than costs to be reduced.

The term is particularly appropriate to education. In a school, for instance, the question has to be asked how can the idea of learning be central to it if its own staff are not engaged in that process themselves? There are two groups of learners within schools – young people and adults – and we neglect either at our peril. If teachers and other staff are not seen as continuous learners by the school itself, how can adults engage youngsters in any meaningful pursuit of learning?

As any teacher who has worked in more than one school will attest, the training and development culture may be quite different from one establishment to another. In some schools teachers’ ongoing professional development is seen as integral, given great significance and very closely linked to the school development plan (SDP). In such places there is an expectation that individuals and their managers will take a collective responsibility for both individual and institutional development. In this sense ‘good schools’ are said to make ‘good teachers’ as much as the other way around. A school wishing to become a learning community would therefore take its CPD responsibilities most seriously and strive to secure effective learning for both its pupils and staff. It would subscribe heavily to a development culture and give training and development – and its
effective leadership and management – a high priority.

Investors in People – a national standard for training and development – is at the forefront in helping schools to embrace a development culture and become ‘learning’ communities or ‘thinking’ schools. The learning community is capable of developing itself and its workforce, and a culture of training and development – of CPD – will imbue the school and be embedded in both its structures and processes. By the end of 2002, that over 26 per cent of schools have been awarded Investors in People status is a formal recognition of this. Chapter 3 considers Investors in People in more detail.

AN ENTITLEMENT TO CPD

The notion of an entitlement to CPD is something that has been promoted in England and Wales by the General Teaching Council. It sees an entitlement to professional development as ‘career long and sustained so that on entry to the profession a teacher has a clear expectation of continuing, relevant and planned professional development’.

England’s General Teaching Council (GTC) has drawn up an entitlement to professional learning within its Teachers’ Professional Learning Framework (TPLF) that was published in March 2003 (GTC, 2003b). The GTC believes that there should be a personal entitlement to professional development throughout a teacher’s career and one that is not linked solely to school targets.

Teachers need the opportunity to:

- Have structured time to engage in sustained reflection and structured learning;
- Create learning opportunities from everyday practice such as planning and assessing for learning;
- Develop their ability to identify their own learning and development needs and those of others;
- Develop an individual learning plan;
- Have school-based learning as well as course participation, recognized for accreditation;
- Develop self-evaluation, observation and peer review skills;
- Develop mentoring and coaching skills and their ability to offer professional dialogue and feedback;
- Plan their longer-term career aspirations. (GTC, 2003b: 6).

So, there is a great lever for professional development in the Teachers’ Professional Learning Framework but, as noted earlier, any teacher who has worked in more than one school will know that the training and development culture may vary from one school to another. Carol Adams, the chief executive of the GTC (England), is clear about the need for a high quality CPD entitlement:

First of all the GTC is arguing for a lifelong entitlement for teachers to replace the current, rather hit and miss arrangements. For this entitlement to be convincing to teachers, there needs to be recognition of the myriad of equal opportunity issues that affect teacher participation e.g. if CPD is in twilight hours there needs to be provision or funding for childcare. If
CPD opportunities fall outside part timers’ hours there needs to be flexibility to enable and encourage them to participate.

Next we need to transform the meaning of CPD so that teachers and providers come to see it as lifelong access to high quality experiences that enhance teaching for teachers and learning for learners; opportunities for teachers’ needs to be met as and when they arise. This model stands in stark contrast with one of being ‘sent’ on a course. Activities like observing teaching and learning in a range of colleagues’ classes is valued by teachers and those who lead them and is an important component in GTC’s vision. (in Corderley, 2001)

In Wales the GTC considers that teachers and employers have different but complementary responsibilities in relation to CPD (see Jones, 2003):

- **employers** – to provide professional development opportunities for teachers to support a broad range of priorities which occur during the normal work cycle and an entitlement to professional development which focuses on the individual professional and personal needs and objectives of the teacher is emphasized;

- **teachers** – to develop themselves as ‘reflective professionals’ by reflecting on their work and by identifying new ways of working. These activities should be undertaken as part of a teachers’ work.

The GTC argues that teachers need CPD opportunities based on three priority areas (see Figure 1.1):

![Diagram](image_url)

**FIGURE 1.1 CONTINUING PROFESSIONAL DEVELOPMENT FRAMEWORK (JONES, 2003: 37)**
- **Individually focused** – these activities should focus on a teacher’s own needs and be identified by the individual teacher as supporting their professional development and/or career objectives. Appropriate CPD activities might include attending courses, mentoring, developing a new teaching activity, exchanging ideas and good practice with colleagues, and exchange visits.

- **School focused** – these activities should primarily be targeted at the requirements of the school that currently employs the teacher. The CPD requirements would be identified from the school development plan and relevant activities should largely be undertaken during the statutory non-pupil contact days, with any additional identified school-focused activities financed from school budgets.

- **National/LEA (including diocesan authorities) focused** – these CPD activities would meet the demands of national and local initiatives. They could involve activities organized on cross-school basis such as cluster meetings or around a national priority.

As Jones notes, ‘teachers require a career-long entitlement to professional development opportunities, with clear opportunities for teachers at different stages of their careers’ (2003: 38). The advice from the GTC (Wales) proposes a continuum of opportunity from initial teacher education and training (ITEI) throughout a teacher’s career (see Figure 1.2).

![Diagram of Professional Development Continuum]

*FIGURE 1.2 A CAREER-LONG PROFESSIONAL DEVELOPMENT ENTITLEMENT (JONES, 2003: 38)*
An entitlement to CPD is a notion whose time has clearly come! The rest of this book is devoted to an analysis and portrayal of the key areas and issues around the successful leadership and management of continuing professional development, a better understanding of which it is hoped will help realize that entitlement.

**RESPONSIBILITIES**

Professional development is a responsibility throughout teachers’ careers, as can be seen in the *Teachers’ Standards Framework* (DfES, 2001a). One of the standards that people have to meet in order to get qualified teacher status (QTS) is that:

1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development. (TTA, 2002a: 6)

In order to pass induction teachers have to:

Show a commitment to their professional development by:

- identifying areas in which they need to improve their professional knowledge, understanding and practice in order to teach more effectively in their current post, and
- with support, taking steps to address these needs.

(DfES, 2003: 43)

The threshold standards require people to have ‘wider professional effectiveness’ and be able to demonstrate that they:

- take responsibility for their professional development and use the outcomes to improve their teaching and pupils’ learning, and
- make an active contribution to the policies and aspirations of the school.

With the change of emphasis on the importance of training and development and the greater control from the centre, there has been a corresponding move towards a higher degree of prescription and statutory requirements regarding CPD. The late 1980s, for example, saw the introduction of the Teachers Pay and Conditions of Service Act (1987), which for the first time specified teachers’ professional duties. These included, amongst many other things, ‘participating in arrangements for his [sic] further training and professional development as a teacher’. It did not, however, make it a statutory requirement for teachers ‘to show any official evidence of developing, updating or even maintaining their professional knowledge and competence’ (Tomlinson, H., 1993). The legislation also introduced the notion of ‘directed’ time (1,265 hours) and ‘non-contact’ days. The latter – consisting of five days when teachers met without pupils being on site – were for the purpose of preparation, planning, assessment, review and in-service training. Research into the use of these five days – of which at least three are recommended to be used for CPD – suggests that, initially, they had not always been used productively by schools (Harland et al., 1999). Although matters have improved, there is still much variation in how effectively these training days are being used for development purposes, an area of interest to the TTA and the Department for Education and Skills (DfES) as it investigates the cost-effectiveness of the estimated £400+ million spent annually on teacher development.

How schools and teachers are making use of their non-contact or training days is one
of the areas considered by the Office for Standards in Education (Ofsted) team during its inspection of the school. An examination of the framework for the inspection of schools or the inspection handbook shows that matters to do with CPD are included. Section 8 on ‘How well is the school led and managed?’ asks whether ‘a commitment to staff development is reflected in effective induction, professional development strategies and, where possible, the school’s contribution to initial teacher training’ (Ofsted, 2003a: 34). However, CPD is still not given the prominence or priority it deserves. Perhaps Investors in People – which is exclusively about training and development (and not only for teachers) – provides a most useful complement to an Ofsted inspection. However, whereas the regular inspection cycle is compulsory and underpinned by legislation, involvement in Investors in People is entirely voluntary.

LEARNING FROM OTHER PROFESSIONS

What about other professions? What is their situation regarding CPD? In their survey of 20 professional bodies, Madden and Mitchell (1993) found that 14 of them had a policy on CPD. Only one, the Royal Institute of Chartered Surveyors, specified mandatory CPD for all its members, although others (for example, the Law Society) had consulted members and are likely to introduce mandatory CPD in the near future. Some bodies, such as the Royal Institute of British Architects, have an obligatory requirement that members undertake certain amounts of CPD each year. The survey found that 13 of the 20 professional bodies specified a certain number of hours of CPD – a median of 30 hours a year.

They highlight three main areas regarding effective CPD:

A. Policy and conditions for CPD;
B. CPD provision;
C. Monitoring, quality assurance and evaluation.

Within the above they identify 12 key factors from which the following extracts are taken (see Figure 1.3). You might like to give consideration to each factor in turn as a way of auditing current practice in your school.

Professional bodies can be located on a continuum from full mandatory CPD requirements to individuals taking responsibility voluntarily for their own ongoing development. Teachers are perhaps found somewhere in the middle of the continuum. The ‘old and established’ professions are more likely to be at the voluntary end, emphasizing the autonomy and responsibility of their members. This led Madden and Mitchell (1993) to suggest that there were two main models of CPD in the professions – the sanctions and benefits models.

Within the teaching profession there has been no shortage of calls for CPD to be taken more seriously, whether as a reward (the benefits model) or compliance (the sanctions model) and for certain ‘entitlements’ to be enshrined in legislation. However, the problem with any voluntary scheme is that those with most to gain from CPD are often the least likely to do so, whilst mandatory policies may lead to a lack of individuality, although the latter do ensure all members have the opportunity to develop.
INTRODUCTION: CPD POLICY AND PRACTICE

A. POLICY AND CONDITIONS FOR CPD

1. Policy
   It is important to have a policy on CPD that defines its aims and describes how these will be implemented. Its content may vary greatly to suit particular needs but it is stronger where it provides for structured, systematic CPD throughout a professional’s career, and where there is a continuum of initial and continuing professional education. It should also prepare practitioners for the changes facing their professions.

2. Analysis of professional competence
   Analysis of professional competence, a generic term, is a useful basis for planned CPD.

3. Good CPD culture
   This includes several factors which emerged as important in establishing an environment favourable to CPD:
   i. the establishment of a positive CPD attitude by all parties and acceptance of the idea of CPD throughout the working life, i.e. lifelong learning.
   ii. to inculcate the need for continuous learning into new practitioners during their initial professional education and, ideally, to establish a synthesis of initial and continuing education;
   iii. to give practitioners the ability to learn effectively, i.e. by applying the knowledge of cognitive psychologists to the needs of the practitioner and CPD provision. Adult learning is about learning to learn rather than simply being taught.
   iv. to provide expert support and guidance on CPD issues for all parties and especially for the practitioners.

B. CPD PROVISION

4. Range of CPD options
   A wide range of CPD options should be recognized, both informal and formal. Whatever the choice, it seems desirable that any CPD undertaken should be part of a structured CPD framework to meet longer-term professional goals.

5. Teaching
   Teaching methods should be appropriate to the professional students and should incorporate the implications of the research into adult learning (e.g. the importance of reflecting and the experiential learning cycle). Emphasis should be placed on increasing practitioners’ competence in practice and on the close interaction of CPD and work.

6. CPD content
   Attention should be given to both updating and extending knowledge and to enhancing practitioners’ skills to increase professional competence. While updating and extending knowledge is very important, CPD must also enhance skills. Analysis of professional competence can form the basis for decisions of CPD for all parties.

7. Providers and partners
   CPD may be offered by a wide range of providers, especially the employer, the professional bodies, higher education and appropriate private providers.

8. Forms of CPD
   Where, when and how CPD is provided must be determined to suit the professional practitioner. The emphasis is on flexibility.

9. Promoting and marketing CPD
   It is important to persuade practitioners of the value of CPD. To show, for example, how it might meet individuals’ requirements as well as those of employers and the professional bodies.

10. Cost
    At one level it can be argued that this involves a straightforward cost-benefit analysis, with on the one hand the cost of undertaking CPD (in money and time) and on the other the cost of not doing so both in terms of reduced professional effectiveness and even incompetence.

C. MONITORING, QUALITY ASSURANCE AND EVALUATION

11. Monitoring of practitioners' CPD
    For professional bodies that operate a mandatory CPD policy there is a need for CPD activities to be recorded by those required to comply and for the amount and type of CPD undertaken to be monitored.

12. Quality assurance and the evaluation of CPD provision
    Very few professional bodies make an attempt at serious evaluation of CPD providers or provision and devolve this responsibility to the practitioner (and so implicitly to the employer). Developments by professional bodies in CPD evaluation seem desirable.

FIGURE 1.3 THREE AREAS OF CPD EFFECTIVENESS (AFTER MADDEN AND MITCHELL, 1993: 68-9)

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Continuing professional development is about professional lifelong learning which will help us respond to ever-changing situations and exercise judgement in informed and creative ways but, as Pachler and Field remind us, it should also be seen as a means for us ‘to rejuvenate practice, to expand our professional repertoire, increase our self-esteem, self-confidence and enthusiasm for teaching or, for example, our level of criticality and, thereby, achieve enhanced job satisfaction’ (2004: 2). This book is about all of these and more!