

# Best Practice Guidance

## Guidance on CPD Entitlement and Provision

### Context

Training and continuing subject specific professional development are essential components in maintaining high standards of quality science education and in meeting the need for change within science education. Effective CPD also contributes to recruitment and retention of science teachers. Continuing Professional Development and Learning (CPDL) is the personal responsibility for professionals and is a collaborative, on-going process that is relevant to the different stages of a teaching career.

### The position of ASE

- The Association supports a definition of CPD as “*Reflective activity designed to improve an individual’s attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice.*”
- All those involved in science education are entitled to high quality subject-specific training and continuing professional development which supports their professional learning journey and performance management at all stages of their career.
- Professional development is vital to ensure the communication of leading research in both cutting edge science and pedagogy for all professionals involved in science education.
- The provision of high quality training and professional development opportunities are a strong feature of the offer for all those involved with science education. ASE works in partnership with a range of other organisations to provide this at local, regional and national levels

### **Best practice should seek to include**

1. Professional development that reflects the research into the features of effective CPD as set out in the DfE Standard for Teachers' Professional Development (DfE July 16).
2. An audit of individual need that leads to personalised development opportunities that link with performance management and professional recognition
3. CPD that links to professional recognition including Primary Science Quality Mark ([PSQM](#)), [Science Mark](#), Registered Scientist (RSci), Registered Technician (RTech), Registered Science Technician (RSciTech), [STEM Educator](#), Chartered Scientist (CSci) and Chartered Science Teacher (CSciTeach)
4. Examples of innovative pedagogical approaches, founded in evidence based research, that support science teaching
5. The use of 'experts' in the field, that is outward looking
6. CPD that has a focus on improving and evaluating pupil outcomes.
7. Evaluation of the impact of CPD and identification of next steps
8. CPD that includes science curriculum development, effective practical work, cutting edge science and technology as well as pedagogical developments and innovations
9. CPD which adopts an inclusive approach to resource development, support, delivery and evaluation in integrating and promoting Equality and Diversity.
10. Appropriate modes of CPD tailored to the needs of the professional e.g. training, coaching, mentoring, peer observation, lesson study and action research
11. Provision and commissioning of high quality training opportunities, which have a subject specific focus and are available with a local, regional and national flavour
12. Partnerships with other stakeholders so that the offer of CPD is complementary. e.g. STEM Learning, Learned Societies, CLEAPSS, Awarding Bodies, Ofqual, Teaching Schools, Chartered College of Teaching
13. Opportunity to update vocational subject knowledge, through industrial placements and through collaborations between industry and educational professionals
14. On-line communities to encourage collaboration, and extend the period of engagement with the CPD
15. Opportunity to engage with virtual CPD so that development and learning can occur anytime, any place

### Web links

Solving the STEM shortage: CPD improves science teacher retention

<https://wellcome.ac.uk/press-release/cpd-improves-science-teacher-retention>

Standard for Teacher's Professional Development (DfE July 16)

<https://www.gov.uk/government/publications/standard-for-teachers-professional-development>

Developing Great Teaching: lessons from international reviews into effective professional development <http://tdtrust.org/wp-content/uploads/2015/10/DGT-Full-report.pdf>

Government response to Education select committee report on Recruitment and Retention of teachers (April 17)

<https://publications.parliament.uk/pa/cm201617/cmselect/cmeduc/638/63802.htm>

Strengthening QTS and improving career progression for teachers: government response. Includes reference to teacher CPD (2018)

<https://www.gov.uk/government/consultations/strengthening-qualified-teacher-status-and-career-progression>

Subject specific CPD in the UK (2018)

<http://www.curee.co.uk/node/5034>

Also see ASE Best Practice Guidance for professional recognition.

<https://www.ase.org.uk/bestpractice/>