

# The cpd certification service



### **2. 8. 1 Analysis**

This cycle implies that CPD should arise from a need analysis which could be taken care of during the need identification.

Analysis is the process of identifying priorities in the way by assessing what has been done effectively and what we want to improve for the coming in our institution with cooperative participation of stakeholders. Similarly we can identify individual needs with assessment of our strengths and weakness prioritizing them in the order high achievement performed in short period of time comes first. When we identify the school need questioner is distributed for stakeholders and gathered the response of questioners.

This activity includes self assessment, peer review, annual appraisal, and selection of school CPD priorities by the school based CPD stake holders: the principals, CPD facilitators, teachers, department heads, head teachers and Woreda or zone experts (MoE, 2009 ). Thus, any CPD plan should be based on certain evidence than proposing it based on common sense or on no ground.

### **2. 8. 2. Planning**

Planning is part of the school based CPD cycle, which is developed annually by the CPD stakeholders of every educational institution preceded by prioritizing the issue identified by the analysis process. Once the development need has been identified, a programme, specifically designed to meet that need, can be prepared (Dejenie Nigussie 2013).

The CPD plan can be prepared individually or institutionally with details of events and timings set up in the CPD module (MoE, 2009). Individual CPD <https://assignbuster.com/the-cpd-certification-service/>

plan is developed annually based on the priorities of the individual teacher and institution. After individual annual CPD action plan is approved by principals it will be kept in the teacher's professional portfolio and used as a guide for the type of information and evidence collected during the year (Desalegn, 2010).

Each institution should develop an annual CPD plan on the basis of the issues identified by the need analysis process.

### **2. 8. 3 Doing**

Doing is one part of the stages of CPD cycle. Once we have already planned what, when and how to be done in the planning process, applying what we have already written in the plan becomes the next activity. Effective implementation of the planned activities highly determines the achievement of CPD goal.

Some of the " Do" cycle activities include: curriculum meetings, demonstration lessons, planning lessons together, peer observation, observation of lessons and feedback, observation of students in lessons, talking to students, assessment of students work before and after the CPD activity, marking of students work, giving feedback and advice for development, and investigating a teacher action research, professional reading and research, visiting schools and teachers to see examples of good practices, sharing showing good practices within a school, maintaining