Introducing CPD in State Schools in Uzbekistan:

A Pilot Project, September 2023 – March 2024

Report

Contents

1. **Acknowledgements**

   We are very grateful for the invaluable guidance and practical support we received from the British Council team, Jamilya Gulyamova, Nilufar Begibaeva and Sadakat Khojaeva before and during the pilot period.
   We are also grateful to Nargiza Kuchkarova at the Ministry of Pre-school and School Education for her advice and regular participation in our discussions as well as for paving the way for our team of National Consultants to visit and work with the pilot schools.
   Particular thanks are due to our six National Consultants who undertook long journeys to their allocated pilot schools and who carried our shared understanding of Continuing Professional Development with them wherever they went.
   More widely, we would like to acknowledge the support and interest shown by School Principals and the newly-appointed School CPD Champions for whom this was an entirely new experience which, to some extent, took them out of their regular routines and comfort zones.

2. **Abbreviations used in this report**

   CELTA – Certificate in Language Teaching to Adults (Cambridge English qualification)
   CPD – Continuing Professional Development (not Continuous!)
   ESN – English Speaking Nation
   IELTS – International English Language Testing System
   INSETT – In-Service Teacher Training
   MPSE - Ministry of Pre-school and School Education
   NC – National CPD Consultants
   PRESETT – Pre-Service Teacher Training
   SC – School-based CPD Champions
   TKT – Teaching Knowledge Test (Cambridge English qualification)
   ToRs – Terms of Reference

3. Terms of reference

The first phase of the pilot (2023-24) will be focussing on the following:

3.1 To develop the concept, methodology and action plan for the first stage of the CPD portfolio pilot.

3.2 To offer training and ongoing support to National CPD consultants, CPD school champions and school principals involved in pilots.

3.3 To run the first phase of the CPD pilot in 20 schools in urban and rural areas in Uzbekistan: September 2023 – March 2024.

3.4 To produce a report on the pilot.

3.5 To develop Good Practice Guidelines for CPD for English teachers in public schools in Uzbekistan.

4. Executive summary

4.1 ToRs 3.1, 3.2, 3.3 and 3.4 were **fully met** through the pre-pilot and pilot decisions and activities described in the body of this report.

ToR 3.5 **is now being addressed** and met in the light of the experience in the pilot period and after further consultation with the National Consultants and other key project participants.

4.2 The pilot period has provided **evidence** (see Section 10) of:
- a shift in perceptions of CPD among the target teachers and school Principals.
- the value of portfolios as a means of recording CPD activity.
- the need to focus on schools as communities of practice and hubs for CPD.
- the feasibility of scaling up the model used in the pilot to include more schools and more teachers.

In all these respects, we believe that the pilot project can be seen as largely successful. See also Section 11.

4.3 NILE Consultants' **approach to the pilot project** is explained in Section 5.

4.4 Key elements of **a shared vision of CPD** are outlined in Section 6.

4.5 The establishment of **a functioning network of communication** is described in Section 7.

4.6 The main **activities** in the pilot period are listed in Section 8.

4.7 Our **main findings** from school and teacher data are summed up, with sample extracts from teachers' portfolios and NCs' reports, in Section 9.

4.8 Interim **conclusions** from the pilot period and the data can be found in Section 10.

4.9 Our **recommendations**, with the extension of the pilot in mind, are presented in Section 11.

5. Our approach to the consultancy

NILE's March 2023 research-based report entitled 'The CPD Journeys of Teachers of English in State Schools in Uzbekistan' concluded with these recommendations:

1. *That MPSE work urgently on building sustainable capacity and awareness of CPD across the education system (…….).*
2. *That all key providers and stakeholders work, within the framework and remit of the English Reform Steering Group, towards a shared vision of CPD in order to bridge the gap between policy and practice.*
3. *That MPSE require each school to appoint a 'CPD Champion' to be responsible for all aspects of school-based CPD.*
4. *That the British Council continue to convene the CPD Champions Panel, members of which are well-placed to advise MPSE on CPD and to help to drive the initiative forward.*
5. *That MPSE consider trialling portfolios, as a concrete step towards a wider understanding of CPD, for a one- or two-year period and, if they are successful, implementing them at scale and possibly for teachers of all subjects across the school curriculum.*

Before and during the period covered by this new report, progress has been made on all these recommendations. They also guided us in designing the framework for the management and implementation of the pilot project. The main trigger for the pilot project is stated in Recommendation 5. To go ahead with trialling CPD portfolios, we needed an organisational structure that would function satisfactorily and a piloting model that would be sufficiently representative of state schools and their teachers across Uzbekistan. In close consultation with our colleagues in the British Council and the Ministry, the following way forward was devised:

- A pilot period of 6 months was agreed, constrained in length for budgetary reasons, extending from October 2023 to March 2024.
- 20 schools were identified in different regions of the country. The selection was based on the following criteria agreed between MPSE and the British Council:
  - ➢ *Schools to represent all regions of Uzbekistan*
  - ➢ *Balance between urban and rural areas*
  - ➢ *Clear desire to be involved in the pilot project*
  - ➢ *(desirable): Previous experience of international work*

  The Ministry sent official letters to all the school Principals to ensure their active support and participation.
- 6 National Consultants were appointed: three who have been closely involved in English Reform over many years, and three experienced teachers of English, each with excellent language proficiency. Each

National Consultant was to take responsibility for a cluster of three or four schools.

- Each school was required to appoint a CPD 'Champion', preferably an experienced teacher, to take responsibility for implementing the project at school level.
- NILE consultants were responsible for preparing project documents and training sessions for the National Consultants, and for School Champions and Principals, with a view to establishing a degree of standardisation across the project. The documents included a handbook with a description of key roles in the project and a user-friendly portfolio template for teachers to keep up to date and complete (see Appendix B) . In specifying the types of activity and experience that can contribute to a teacher's professional development, we drew on a number of sources including the British Council's own CPD framework.
- From the outset, we established clear and effective lines of communication between all those involved in the pilot study. See Section 7 for more details on this.

6. **Establishing a shared vision of CPD**

We have always been aware that this project is potentially transformational. In a context in which short training courses have long been seen as the main way of providing for teachers' professional development, it was always going to be difficult to implement Recommendation 1, especially because the concept of CPD is rooted in a bottom-up view of development with teachers taking responsibility. This challenges long-held assumptions in a system which remains essentially 'top-down' in orientation.

However, it was vital to the implementation of the pilot that participating teachers and other stakeholders understood the scope and opportunities of a more comprehensive definition of CPD. As a first step towards this, a concept note was produced at the beginning of the pilot period as a means of explaining this to project participants and key stakeholders. This document was later integrated into the project handbook (see Appendix B) in which all key project documents were brought together. Disseminating and supporting a shared vision of CPD as a process and a professional journey will remain vital if it is to take root and become sustainable in teachers' thinking and practices as well as in the minds of decision makers and those in authority.
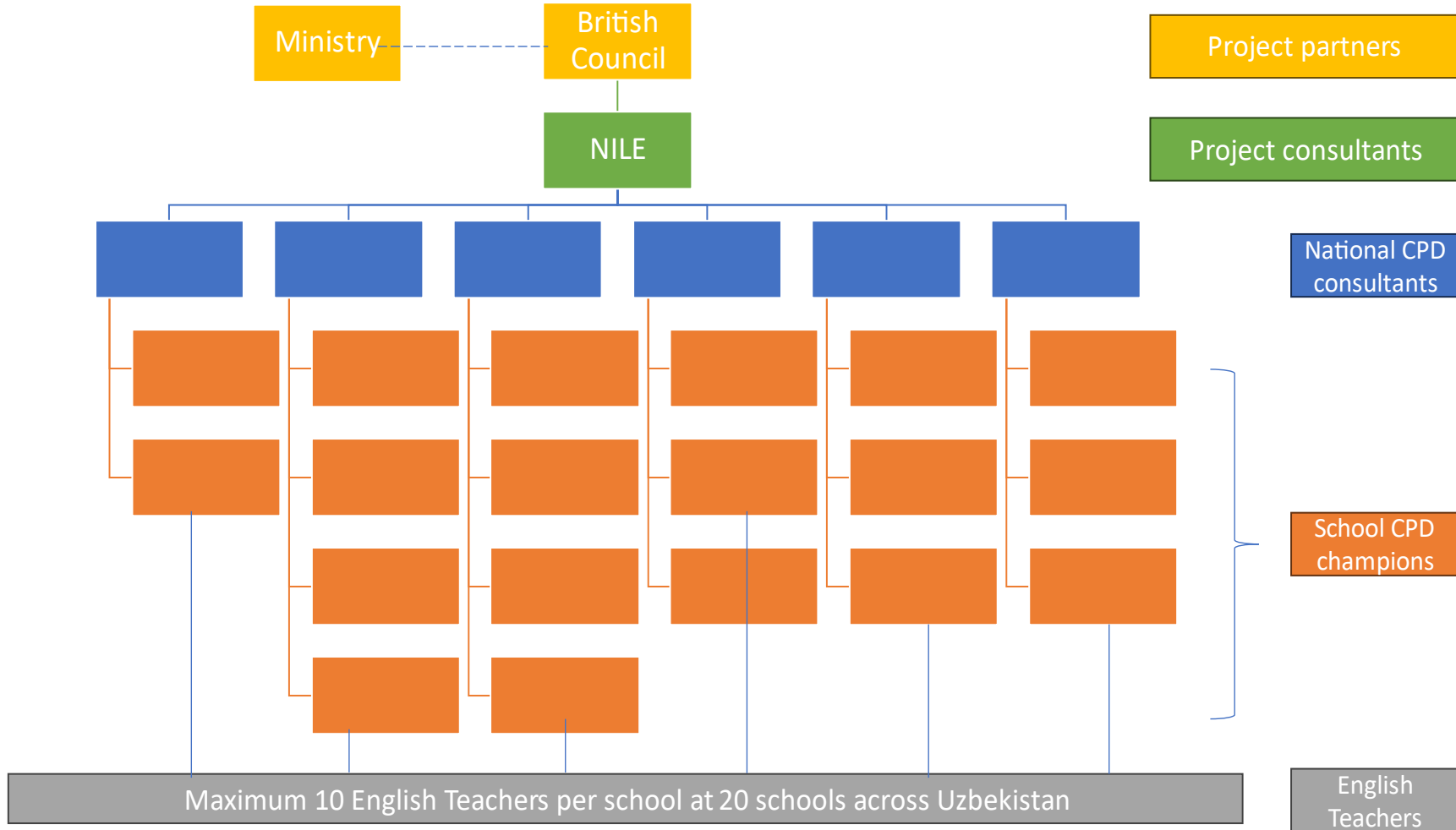
7. **Communications between key actors and stakeholders in the pilot**

It was clear from the outset that the success of this project would depend on good lines of communication at all levels of activity and responsibility. At the heart of the network of communications was the British Council team. They stayed in close touch with MPSE throughout, convened meetings with National Consultants, arranged training events and maintained regular contact with the NILE team, including weekly update meetings. National Consultants were required to set up effective ways of communicating with their school champions and participating teachers and most achieved this through setting up Telegram groups. These Telegram groups proved to be an excellent way of raising and discussing queries and areas of concern, and they also contributed to joined-up thinking and to a shared understanding of project objectives and the underlying principles of CPD. National Consultants reported that, in most cases, School Champions were reliable in replying regularly and in responding to requests.

This diagram, taken from the project handbook, gives an overview of the connections that had to function effectively:

The Management of the Project: lines of communication and responsibility

Ministry - - - - - British Council

NILE

Project partners

Project consultants

National CPD consultants

School CPD champions

Maximum 10 English Teachers per school at 20 schools across Uzbekistan

English Teachers

8. Activity during the pilot period

List of main dates of meetings and training sessions

21 September 2023: Online orientation session for National Consultants
5 October 2023: Online orientation session for School Champions
12 October 2023: Online planning meeting with National Consultants
17 October 2023: NILE-led seminar on 'My Personal CPD Journey'
23 October 2023:   Formal launch of the Project. Face-to-Face session for Principals, NC and School Champions.
Late October and November: School visits by NCs
5 December 2023: Online reminder session for NCs and School Champions
13-14 December 2023: Two days of meetings and training sessions, led by Thom Kiddle, with NCs, Principals and School Champions; face-to-face in Tashkent
19 January 2024: Online Catch-up Session with NCs
Late January and February 2024: Final school visits by NCs
26 February: Online meeting with NCs to check on progress with data collection
13 March: Online meeting with NCs to review the end-of-pilot state of play
28 March: Production of CPD Good Practice Guide v1.0
4 April: Online meeting with British Council PRESETT project team to discuss pilot and implications for PRESETT programmes

The input and co-constructed training activity led by NILE consisted of three main modes of engagement – face-to-face training delivered in Tashkent; online training delivered via Zoom; and written Terms of Reference, a Handbook, and Guidelines for Principals, National Consultants and School Champions. A key reference resource for all these activities and resources was the *British Council CPD Framework for Teachers*. The 12 professional practices defined and expanded within the framework provided participants with the critical dimension of breadth in CPD. This helped to reinforce the concept of CPD across a range of themes and topics, and across settings - from the training room to the classroom, to the staffroom and the online chatroom!

Throughout the pilot period, NILE and the British Council team met regularly to review progress and troubleshoot where necessary. In addition, NCs held informal meetings to exchange ideas and experiences; they also set up an article discussion reading group. At school level, there were varying degrees of activity, including in-house events, peer observations, discussion groups etc.

Here it is important to note that the main active period in the pilot was truncated by the need for setting-up time in September and early October, by the holiday period over Christmas and New Year, and by the need to collect data efficiently from mid-February onwards. A full six months of activity might have yielded a more comprehensive set of data based on the deeper understanding of CPD that would have developed among all those involved, but particularly the target teachers.

9. Findings from pilot period data

9.1 Portfolio data

In the 20 schools involved in the pilot, a total of 116 teachers submitted their portfolios by the agreed deadline.

To analyse the individual portfolio entries we created 5 main categories, which yielded the following data:

1. Individual CPD activities (done alone): 191 (13% of total)

2. School-based CPD activity (with colleagues or learners): 569 (37%)

3. Language improvement activity (alone or in a course): 199 (13%)

4. Externally provided CPD opportunities: 390 (26%)

5. Entries with no evidence of professional learning provided: 170 (11%)

To embed the concept of CPD as deeply as possible, we asked NCs and SCs to make it very clear to teachers that their portfolio entries should include evidence of, or a comment on, what they learned from each activity. It was pleasing to note that the great majority of portfolio entries did comply with this. Below we give some examples of portfolio entries in each of the five categories.

1. *Individual CPD activities*

- *'Watching the video on Youtube on theme "Teacher Reflective Practice". (Simple introduction to the concept – setting the context for teaching and learning) - After watching this video, I realised that making mistakes in our profession is normal and this is what makes our profession interesting and important. That is, every day you learn from your mistakes. I realised that as teacher until retirement and maybe until the end of your life you will learn and make mistakes and that's normal.'*

2. *School-based CPD activity*

- *'I observed a colleague`s demo lesson with the students of the 10th grade. The theme was "Complaint letter" I have learnt new warm-up activities and methods by this lesson. The activity which students worked in a small groups was very effective all learners are involved. It was one of the student-centred lessons. I learnt that to let students be more active during lessons will be more fruitful.'*
- *'We gathered at our school to watch a video about education in the USA. After viewing, we discussed the observed differences between our educational system and that of the USA. Notably, in the USA, learners are encouraged to engage in self-study, while in our school, teaching tends to be more teacher-centered. We initiated a conversation on making the learning environment more student-friendly. The consensus was to change our teaching methods to motivate students towards self-study.'*

3. *Language improvement activity*

- *'Twice a week I listened to podcasts and did 'stop and write'. It really helped me to correct my mistakes in writing sentences which are less used words during my speech.'*
- *'I watched some videos on Writing. I took some notes and wrote down hints on how to write an essay at a more professional level.'*

4. *Externally provided CPD opportunities*

- *'I attended ESN conference "Silk Road International conference". It was amazing. My take away was activities about reading from Alicia and Yuta Otake sessions. It was another type of reading where we learnt to be creative and stress our thinking skills to develop reading skills. I also met my former colleague and mentees and we were able to have a conversation with them to collaborate on a new project with our learners to exchange student program. One of the most significant benefits of attending this conference was the opportunity to network with peers, mentors, and professionals. I was able to invite international fellow and our coach to my school to participate in TED TALK project and to give a speech to motivate my learners.'*
- *'Professional Development Course in the special center for teachers - This course was very useful for me. I had learnt a lot of new online tools and teaching methods that I am going to use in my classes. One of them was "A story". I used it in my 11th grade and it helped to raise interest in writing tasks among students.'*

5. *Entries with no evidence of professional learning provided*

- *'I found the TEFL course to be very convenient and effective, and I was happy that it didn't interfere with my work activities.'*

When analysing the entries in the portfolios, we found some examples of duplication, where teachers simply copied and pasted entries from colleagues, but we also found plenty of evidence that the concept of professional learning was understood and valued.

9.2 Selected qualitative data from National Consultants' interim and end-of-pilot reports.

National Consultants were asked to undertake a minimum of two visits to each of their allocated schools during the pilot period, and we asked them to send us a short report after each round of visits. We then asked them to reflect on their experience in their role which, in all cases was entirely new to them, in a report at the end of the period. Here, we include selected extracts from these reports with comments where appropriate.

(i) From first visit reports (October/November 2023)

All the National Consultants created Telegram groups to facilitate regular communication between themselves, school champions and teachers:

"As we agreed before I created a Telegram group for my schools' champions where I have posted some resource materials to share (CPD opportunities such as webinars, online sessions and educational article sites). Teachers already had a clear understanding about the project. I conducted the meeting both in Uzbek and English languages."

Just one of several comments about the privileged position of Presidential Schools when it comes to CPD opportunities:

"I saw a distinct difference between public school and the presidential school as teachers in the latter they must work on themselves as they are considered to be more privileged as they have been chosen among other candidates and consequently they have more facilities and opportunities to work and develop. To the time while I have completed my report they have already had 3 lesson observations and one article discussion."

One of several instances of apparent resistance to new ideas during the first visit:

"Teachers were reluctant to reflect on their teaching, and were saying that 'everything is good' in their school or 'everything will be good now since they moved to a new bigger building'."

Teachers' worries about their own language level are widespread, as is the issue for female teachers with family responsibilities:

"Teachers are concerned mostly about their language certificates. One teacher is taking an online course on Telegram. Some female teachers have busy family life (small kids, living in a large family with parents-in-law, etc.) and thus they do not have enough time to work on themselves."

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(ii) From second visit reports (January/February 2024)

This extract highlights the key role of the NC in helping School Champions and teachers to make the portfolios work for them. It also shows a developing understanding of CPD and its value in the teacher quoted here:

"With the School Champion, we looked through the portfolios and gave feedback to each teacher. As we looked through the portfolio entries, they seemed to be a bit general and descriptive and therefore needed to be edited. I asked them to be more specific and reminded them the deadline for submitting the portfolios.

I also asked them how they find writing the portfolio entries. As one teacher says, she found writing portfolios useful as she learned how to express and write her ideas.

Regarding the impact of this project, one teacher says:

'Most often we do not pay attention to small things, actions. However, these small actions, they are called atomic actions, will lead to bigger and better results. Thanks to this project, we are starting to pay attention to the most important things, to what is useful for us in our professional development, to what is useful in our teaching. But we haven`t thought about that before'.

From the same source as the expression of resistance in (i) above. Quite discouraging for the NC and school champion. But, by this stage in the pilot, this kind of response was very much the exception rather than the rule:

"..... the school champion mentioned that teachers are complaining about the need for keeping the portfolio and saying, 'we've just got rid of paperwork, now you are bringing back extra paperwork to us. Why do we need it?'."

(iii) From end-of-pilot reports (March 2024)

In this comment, the NC captures the tension between teachers' expectations and her own previous experience on the one hand, and the concept of CPD as a teacher's own responsibility on the other:

"I am not sure that NC is the right name for the position. I am also sceptical about my role on my visits because I felt that teachers wanted something else, more than I could give. Because the perception of development is still traditional (the trainer comes and helps/teaches/ suggests) they expected more contribution from me."

It was good to see that the project stimulated interest in different CPD needs and options. The salary bonus is a big motivator!

"The teachers have no methodological support and want to know more about different exchange programs, projects, workshops and seminars. (.........) During the project period they observed each other`s lessons and 2 of them took TKT test with

band 3 and now receive 50% salary bonus. Now they feel more confident and agree that participation in the project helped them to raise their self-esteem."

One of several very positive comments about the valuable proactive role played by some school principals. Interesting that teachers of other subjects were invited to join in:

"….. the school principal of School X, who was initially a SC and then became a principal, served as an exemplar for her teachers, demonstrating the importance of personal commitment to professional growth, and consistently motivating them. She also decided to involve non-language teachers in the project and asked them to maintain a portfolio in Uzbek. The school's CPD team organised methodology meetings every week to discuss different areas in ELT, and they even organised a training seminar for teachers from other schools in the district."

A real success story, demonstrating shared commitment to implementing CPD within the schools:

"SCs primarily demonstrated strong peer support and leadership rather than simply managing their teams. The support was two-sided: SCs actively supported their teachers and, in turn, received substantial support from them. For instance, when an SC went to the UK or when another SC took her tests in her MA study in Tashkent, both of the school teams were led by other teachers who replaced them, and these teachers even took charge of training sessions for their teams."

This tradition was discontinued quite recently and may be worth reviving with careful scheduling and record-keeping. A monthly CPD day in school time would allow teachers with family responsibilities and other pressures to participate actively:

"I think teachers should have 1 day for CPD but with clear programme or schedule with hours to be spent and the report at the end of week, month, term... The teachers used to have Friday trainings and many teachers still admit they were very useful."

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10. Interim conclusions from the findings

10.1

The statistical data tells us that school-based CPD is potentially the most promising way forward, and this is backed up by NCs' reports in which the key roles of School Champions and of Principals are made clear. There is plenty of evidence in the data we collected and from NCs' field visits that participating schools are moving towards creating the kind of in-house community of practice that will lead towards establishing each school as a hub of CPD activity in which all teachers are on a professional learning journey. This involves a shared understanding of the concept of CPD and of its benefits to the school as a whole as well as to individual teachers. In the best cases, we found evidence that School Champions and Principals have helped to create a real sense of community among their colleagues.
With this in mind, we recommend that the idea of reinstating a monthly CPD day for school-based activity should be considered.

10.2

Many portfolio entries indicate that teachers have begun to accept a range of different activities as part of their CPD. Thanks to interventions by both NCs and School Champions, the great majority of individual entries were backed up by evidence of professional learning or follow-up action. See sample portfolios in Appendix C. The entries also show that many of the participating teachers have taken ownership of their professional development but that they need support from principals and senior colleagues to facilitate, recognise and validate their CPD journeys.

10.3

NCs' reports reinforce our belief that attitude change is a slow process and that it will take time for teachers to understand the important difference between CPD and attendance at random training events. The concept of CPD and the requirement to maintain a portfolio are new for most teachers and introducing them was always bound to meet a degree of resistance.

10.4

Language proficiency remains a core concern for many teachers, and it will be important to keep a place for language improvement in any definition of CPD activity.

10.5

While CPD is seen as a process, it is important for us all to remember that there are times when a teacher will be more concerned with family issues and other life priorities, and that they will probably need to opt out from CPD activity for a while.

10.6

An important message to teachers is that the CPD portfolio is not a bureaucratic requirement but is an instrument to aid their professional learning and development. In this pilot, time didn't allow us to forge a link between CPD and annual appraisal by a line manager, and this is something to bear in mind for the next phase of CPD activity.

10.7

The impact of positive professional development on a teacher's confidence and self-esteem must not be underestimated. The affective dimension of CPD is at least as important as the cognitive and the acquisition of new skills.

10.8

Connected to the previous point, there is evidence in the reports that CPD brings teachers (and sometimes Principals) together in a kind of in-house community, thus making for a collegial and pleasant working climate.

10.9

Leadership, whether provided by the Principal or the School Champion, is one of the keys to establishing and maintaining a CPD tradition in any school.

10.10

Interest shown by some teachers of other subjects in the pilot project may be an indicator of the potential for upscaling the project nationally in future.

10.11

Evidence from the experience reports that the ratio of four schools to each NC is about right.

10.12

Guidance, in the form of a CPD Good Practice Guide, and generic and specialised training in reflective practice and recording CPD activity, is a necessary scaffolding for School-based Champions and teachers.

10.13

Taken together, these findings are sufficient for us to describe this pilot as a qualified success. We believe we now have a model which, perhaps with some minor modifications, could be continued into the next, scaled-up phase

of the project. We also believe we have a core team of National Consultants whose experience in this limited pilot will be a valuable resource in the drive towards a national CPD policy. If we can build on this experience in the next pilot phase by building and maintaining networks, nurturing School Champions and sharing examples of good practice, we will have made significant progress towards sustaining an enhanced and progressive view of CPD at all levels of the education system.

10.14

In discussions with the British Council PRESETT team, we focused on the implications of the pilot's findings for institutions which provide initial pre-service training, and for the trainee teachers on those programmes. It was unanimously felt that the forming and norming of CPD habits and processes should be part of PRESETT programmes, and not in the form of a single 'CPD module'. Rather, the principles of effective professional development throughout a teachers' career journey should be embedded throughout PRESETT modules and assessment tasks, and should be exemplified and embodied by the PRESETT trainers themselves.

11. Recommendations

11.1
That the approach and management framework used in the pilot period be adopted, with any necessary modifications, for a scaled-up second pilot phase.

11.2
That as many of the existing NCs and SCs as possible be involved in the next phase. We should build on existing experience.

11.3
That the cohort of NCs be increased in size to keep a manageable ratio of a maximum of four or five schools per NC.

11.4
That the development of a Good Practice Guide and accompanying multimedia support is a necessary resource for sustainability and widening participation.

11.5
That a separate project strand should focus on 'Embedding CPD Principles in PRESETT Practices', i.e. developing resources and training for PRESETT trainers to help trainee teachers start their CPD journey at the pre-service stage of their career.

11.6
That both the British Council and NILE consider strengthening their respective teams for the new pilot phase.

11.7
That MPSE consider reinstating the tradition of one day per month for school-based CPD activity for the schools selected for the new pilot phase.

11.8
That MPSE continue to work towards disseminating a broader understanding of CPD, and towards a national CPD policy for state school teachers.

Appendix A

Statistics at End of Pilot

  No of schools: 20

  No of portfolios submitted: 116

  Portfolio entries in 5 main categories:

1. **Individual CPD activities (done alone): 191**
2. **School-based CPD activity (with colleagues or learners): 569**
3. **Language improvement activity (alone or in a course): 199**
4. **Externally provided CPD opportunities: 390**
5. **Entries in any of categories 1 – 4 but with no evidence of learning provided: 170**

Comment

Interesting and pleasing to note the amount of school-based CPD activity.

Breakdown by NCs

	Bakhtiyar	Dilnoza	Elena	Nodira	Saida	Umida
No of schools	3	4	4	3	3	3
No of portfolios submitted	20	23	15	16	19	23
Category 1 entries	72	34	17	30	25	13
Category 2 entries	112	181	87	60	64	65
Category 3 entries	76	32	16	39	5	31
Category 4 entries	123	140	26	19	37	45
Category 5 entries	50	41	13	42	3	21

Appendix B

The Pilot Project Handbook

British Council, Uzbekistan and Norwich Institute for Language Education, UK

Pilot Project in Continuing Professional Development

October 2023 – March 2024

Handbook for Participants and Stakeholders

The Project Team and Project Participants

Ministry of Preschool and School Education
- *Nargiza Kuchkarova*
- *Khushnamo Burhonhujaeva*

British Council, Uzbekistan   (with or without names?)
- *Jamilya Gulyamova, Deputy Director*
- *Nilufar Begibaeva, Project Manager*
- *Sadakat Khadjaeva, Project Coordinator*
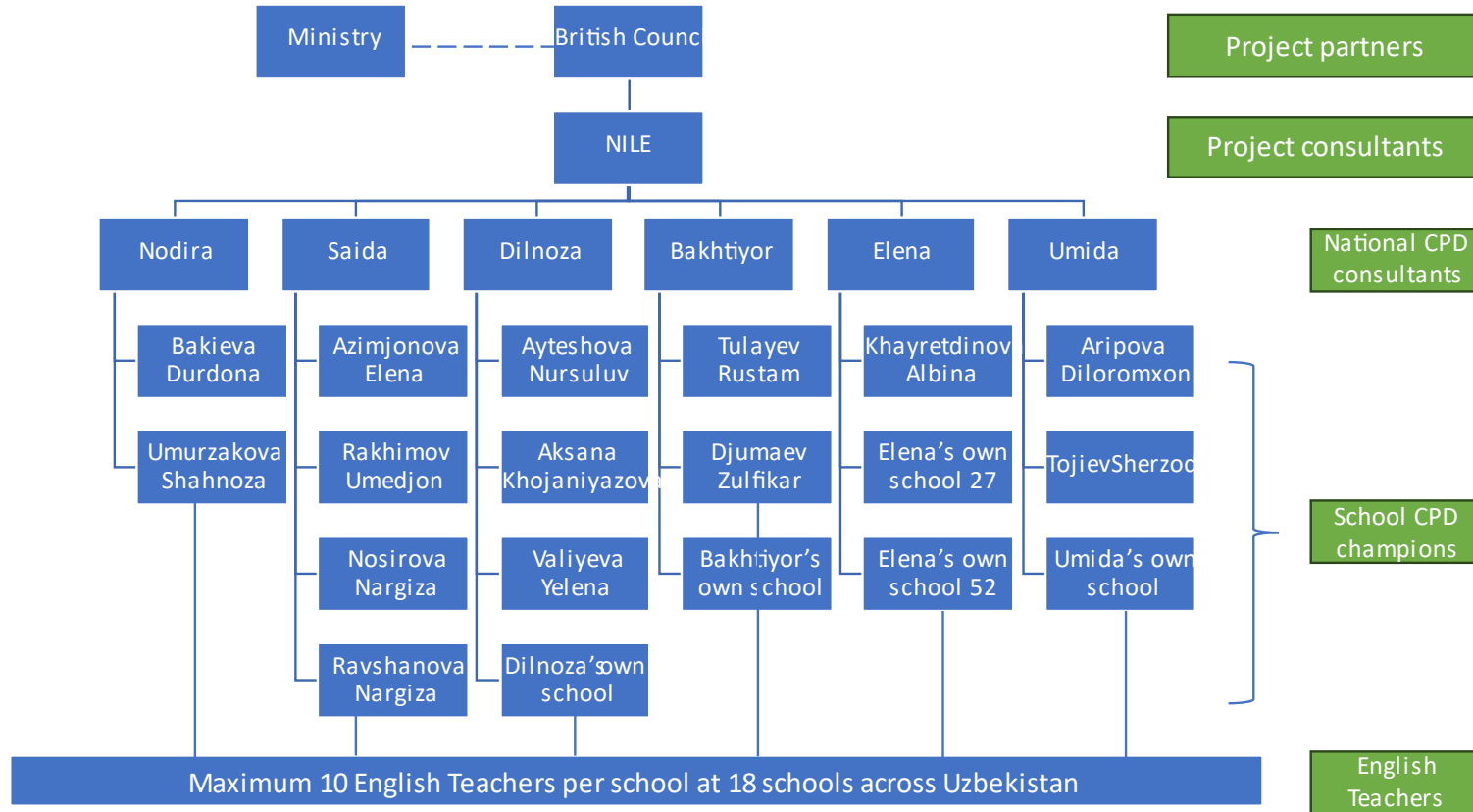
Norwich Institute for Language Education
- *Thom Kiddle, Director*
- *Rod Bolitho, Lead Consultant*

National Consultants
- *Elena Volkova, Westminster International University in Tashkent*
- *Nodira Isamukhamedova, Westminster International University in Tashkent*
- *Saida Irgasheva, Freelance Teacher Trainer*
- *Dilnoza Khadjimetova, School #6 Tashkent City*
- *Umida Hakimova, School #1 Namangan*
- *Bakhtiyar Perdeshov, School # 279 Tashkent City*

Teachers and Principals in 18 public schools in all regions of Uzbekistan.

The Management of the Project: lines of communication and responsibility

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Ministry - - - - - British Council                    Project partners

                    NILE                              Project consultants

   Nodira    Saida    Dilnoza    Bakhtiyor    Elena    Umida    National CPD
                                                                consultants

 Bakieva    Azimjonova   Ayteshova   Tulayev    Khayretdinov   Aripova
 Durdona    Elena        Nursuluv    Rustam     Albina         Diloromxon

 Umurzakova  Rakhimov    Aksana      Djumaev    Elena's own    TojievSherzod
 Shahnoza    Umedjon     Khojaniyazova Zulfikar school 27

             Nosirova    Valiyeva    Bakhtiyor's Elena's own   Umida's own    School CPD
             Nargiza     Yelena      own school  school 52     school         champions

             Ravshanova  Dilnoza's own
             Nargiza     school
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Maximum 10 English Teachers per school at 18 schools across Uzbekistan   English Teachers

Continuing Professional Development: Concept Note

Conceptualising Continuing Professional Development (CPD)

In order to formulate and implement a policy, at national or institutional level, there needs to be a shared understanding of what CPD means for all stakeholders. In this short paper, we try to move towards this. (Stakeholders in teachers' CPD in any context include teachers themselves, school communities and head teachers, learners, parents, and authorities at local and national level)

1.   A process, not an event

The word 'continuing' (sometimes 'continuous') suggests that development is not timebound or event-dependent. It also implies some form of flow and progression in a teacher's career. Very few people teach in exactly the same way throughout a career.   Events such as In-Service Training (INSETT) courses may or may not contribute significantly to any teacher's learning, just as, at classroom level, learners don't always learn what teachers teach. In fact, one-off INSETT courses have been shown to be remarkably inefficient in changing teachers' thinking or practice. This is partly because they are usually too short to allow depth of engagement with teachers' beliefs and personal theories but also, and all too frequently, because they don't match participants' needs and expectations.

However, a reality check on the notion of 'continuing' is needed here. Many teachers go through stages in their careers which are development-intensive, perhaps during their first year of teaching for example. There will be other stages when ordinary human priorities take over, for example when people get married, have children, have health problems or take on responsibilities beyond teaching, any of which may interrupt the process of development. This happens on any kind of journey, which is why a 'journey' is such an appropriate metaphor for CPD.

2. The meaning of 'professional' for a teacher

In any profession, trends and knowledge never stand still. Innovation is a part of every professional's life. Keeping up with changes in teaching methods, in teaching materials, technology and even in language is a constant challenge. It is thus a professional obligation for a teacher of any subject and at any level to stay up to date, whether by attending courses, by professional reading, belonging to a teacher's group, observing classes and being observed, or some other means. A good professional is open to new ideas and is able to critically evaluate them in the light of their experience and the realities of their context.

3. The concept of 'development'

The essence of development as a notion is that it is autonomous and voluntary. Nobody can be forced to develop. In a CPD context, it is an intransitive notion. However, in a healthy and progressive climate, whether nationally or at

institutional level, development is often prioritised, incentivised and recognised. Teachers, like other professionals, learn both consciously and unconsciously from experience, and they modify their practice to accommodate this learning. This process is autonomous and should be controlled by teachers themselves, though it relies on support from colleagues, school principals and education authorities. This view of CPD extends our understanding of what contributes to CPD in teachers, from a narrow view focussed on events such as conferences and training courses to a much wider view encompassing a wide range of development-oriented activities such as peer observation and feedback or conducting research into practice.

4. The Situation in Uzbekistan

The project aims are aligned with the vision of the Ministry to prioritise the professional growth of teachers in public schools in Uzbekistan and make their professional development journey meaningful and relevant to their individual needs and the needs of their learners. Reform in this area will need to be based on a shared understanding and shared actions at all levels of the system.
At the time of writing, many teachers and other stakeholders in Uzbekistan still see CPD mainly in terms of training. Through this pilot study, we are aiming to extend this view and at the same time to encourage teachers to take control of their own development based on the notion of schools as hubs of CPD activity.

The Pilot Project: Outline Description and Objectives

18 public schools have been selected to take part in this project which, in this early phase, will focus on teachers of English. Each school will have a key teacher, or champion, to oversee the project in their own school, with support from the Principal. Participating English teachers in each school will be encouraged to take part in a range of CPD activities during the pilot period, and to keep a record of these activities using a standardised portfolio which should be kept up to date and completed electronically. Teachers will be briefed about the range of CPD activities open to them for inclusion in their portfolio. During the pilot period, school based champions and, at intervals, national consultants, will monitor the development of the portfolios and will offer advice and support where needed.   At the end of the pilot period, portfolios will be submitted to the project team for evaluation

The main objectives of the pilot are:

- *To gather evidence about the feasibility of establishing schools as a main hub of CPD activity;*

- *To shift perceptions among participating teachers away from CPD as training and towards a more holistic view encompassing other development-oriented activity;*

- *To examine the results of trialling a portfolio approach to teachers' CPD with a view to adopting it nationally;*

- *To gather and evaluate feedback from teachers and school principals as a basis for revising and improving elements of the pilot scheme and working towards a final version to implement nationally.*

CPD Pilot Project: Guidelines for National Consultants

A. General

1. Make contact with each of your school CPD champions.
2. Explain requirements for piloting (see next page).
3. Ask each champion to make a list of all participating teachers (maximum 10) with e-mail addresses and mobile phone numbers.
4. Ensure that all teachers have received an electronic copy of the portfolio.
5. Form a Telegram or WhatsApp group for all schools and teachers in your cluster.

Good, clear lines of communication are essential to the success of this pilot project!

B. For visits to schools

1. Agree date and time of visit with school principal and school champion.
2. On first visit, speak to principal about pilot requirements and ask for her/his full cooperation. Ensure that she/he is fully updated as the pilot period progresses.
3. In advance, contact champion to arrange focus group discussion with participating teachers.
4. In the focus group, take feedback on progress, deal with questions and problems. Encourage both the champion and the participating teachers to plan and carry out some CPD activities in school.
5. On a visit in February, explain that you will need all participants to complete an end-of-pilot questionnaire. Distribute questionnaires electronically.
6. Check that school champion is keeping records of data required for the project: numbers of teachers, numbers of completed portfolios.
7. Agree date of next visit.
8. On your last visit, collect completed end-of-pilot questionnaires from teachers, school champion and principal.
9. On your last visit, conduct short interviews with one or two teachers, the principal and the school champion in order to collect some qualitative data for your report.
10. Make notes on your visit. You will need these when you write your report.

C. End-of-pilot report to include:

1. Dates and times of all school visits.
2. Statistical info for each school: no. of teachers, no. of completed portfolios.
3. Qualitative data on the types of CPD activity included in the completed portfolios.
4. Consolidated total statistics for all schools in your cluster.
5. Summarised questionnaire data for the schools in your cluster.

6. Your own comments on the pilot and on your experience of your work as National Consultants.

n.b. You will be provided with a template with headings for the report.

CPD Pilot Project: Guidelines for School Principals

1. Please be prepared to give your school CPD champion and participating teachers your full support during the pilot period.
2. Please familiarise yourself with project requirements and documentation and also with the range of CPD activities which can be recognised.
3. Please encourage your teachers to take part actively in the pilot.
4. Please make the visiting National Consultant welcome and offer a room for her/him to meet your teachers.
5. Please be ready to complete a questionnaire about the project in February/ March 2024.

CPD Pilot Project: Guidelines for School-based Champions

1. You are a key link in the communication chain between the National Consultants and project leaders on the one hand and your participating teachers and your school principal on the other.
2. You will need to oversee all project related activity in your school and to support teachers in their CPD activity.
3. Make a list of all participating teachers (maximum 10) with e-mail addresses and mobile phone numbers and pass this to your National Consultant.
4. Please keep basic records carefully: number of teachers, number of completed portfolios, and pass them to your assigned National Consultant.
5. Please organise some in-house CPD activities during the pilot period, e.g. peer observation and feedback, article reading and discussion groups etc. Your National Consultant will advise on this.
6. When your National Consultant visits, please convene a focus group discussion for yourself and participating teachers.
7. Please share any problems or concerns with your National Consultant and keep in touch on a regular basis.

CPD Activities which can be included in a portfolio. In each case teachers will need to provide <u>evidence</u> of the activity and a short reflective note to say what they gained from it.

Attending an in-house training event	Attending face-to-face training provided externally	Online training provided externally	Presenting at a conference, locally or nationally
Peer observation and feedback	Observation by your school principal or head of department, and feedback	Annual appraisal and action planning	Study for recognised qualifications, e.g. CELTA, DELTA, MA etc
Informal study/discussion groups, e.g. article reading and discussion	Conducting and acting on small scale classroom research	Keeping a teaching journal as a basis for reflecting on practice	Providing mentoring support for novice teachers or for teachers facing difficulties
	Receiving mentoring support from a colleague	Taking on extra responsibilities, e.g. looking after resources, taking on a training role, etc	

Plus, other development-oriented activities not covered above in agreement with school and CPD consultant.

Portfolio Template

To be used by all participating teachers.

Your Name and School: **School Year: 2023-4** **Your CPD plans for this school year:** **Record of Activities:**		
Date	**Activity or other entry***	**Your comments and reflections; evidence***

* Each entry should be supported by documentary evidence of some kind.

A blank portfolio will be made available to all participating teachers and they should understand that this has to be submitted at the end of the pilot period.

Sample of a completed portfolio (for guidance only)

Your Name and School: Oybek Muhammedov, School no 32, Samarkand

School Year: 2023-4

Your CPD plans for this school year:
To learn how to use the new textbook. To attend at least one course. To join the teachers' club in our part of Samarkand.

Record of Activities:

Date	Activity or other entry	Your comments and reflections; evidence
Oct 12	First lesson with new textbook	Difficult to use. I will ask Dilfuza if I can observe her lesson with the book
Oct 21	Observed Dilfuza's class and asked questions afterwards.	Very helpful. I understood how to integrate grammar work. My notes are in the folder.
Nov 15	Two-day workshop on how to use the books.	I learned a lot, but I didn't understand everything the American trainer said because he spoke very quickly. A copy of my certificate is in the folder.
Jan 22	Went to Teachers' club for article discussion. I read the article by Jeremy Harmer before the meeting.	I was a bit nervous because everyone was more experienced than me. But it was good to meet other teachers. Copy of article is in the folder.
Jan 30	Meeting of English teachers in school to discuss exam results.	It was useful to agree what we need to do to improve results. Notes on the meeting are in the folder together with my notes for action.

Appendix C

Samples of teachers' completed portfolios (anonymised)

Sample 1

Your Name and School:		
School Year: 2023-2024		
Your CPD plans for this school year: improving my English, share more knowledge to school pupils.		
Record of Activities:		
Date	**Activity or other entry***	**Your comments and reflections; evidence***
15.10.2023	Started preparing for multilevel exam.	Firstly, I found out my level in English and I began working on my English. I made decision to sign up for the intensive course. I intended to get at least B2 level at the end of the one-month intensive course
26.10..2023	Attended at experts` webinars	There were 2 webinars in that day. I participated both of them. I took insights the webinars held by Shokhrukhbek Olimov and Abror Rahmatullayev. Since my exam was upcoming, I had to take part in their webinar. I was aware of the exam strategies during virtual colorful presentations. For instance, i had not known how to effectively tackle with multiple choice in listening section of the test until I attended those webinars.
08.11.2023	I got my result in national multilevel test.	I took the test in October. I received my result on November 7. I felt disappointed. However, this could also serve as motivation to retake the test or explore alternative options such as language improvement courses or different application pathways. I realized that i would improve my critical thinking because i struggled with creating some ideas to answer question in writing section of the test. Next test, i will have been good at writing till i apply to the test.
19.11.2023	Checked students` average level in English	I got 10 students in my group. As soon as students solved the quiz prepared by English teachers together I noticed that our pupils` level is different. I dived into how to solve this issue. Something came to my mind. I organized extra lessons for the low level students. I planned lessons on Monday, Wednesday from

		$1^{p.m}$ to $3^{p.m.}$. i intended to teaching english each learners individually.
26.11.2023	Analyzed quality lessons on social media	I learnt how to be a good teacher. I realized that not only teachers are professional, but also they are passionate, and dedicated to helping students learn and grow. I knew my weak points by watching video prepared by Mike on you tube. I had been focusing on giving more information to students to learn a lot. However, i had to organize communicative lessons and this engaged students in causing effectively, attentively learning.
10.12.2023	"Training in Namangan city" organized by Shokhrukhbek Olimov, IELTS expert, professional IELTS coach.	The purpose of the event was true mindset and approach for IELTS test. I was one of the most active participants among the candidates who were about to take the IELTS test. Language skills practice: i engaged in activities focused on improving their reading, writing, speaking, and listening skills in English. This could involve exercises such as reading comprehension, vocabulary building, essay writing, pronunciation practice, and conversational exercises.The training event provided an overview of the different sections of the IELTS test (listening, reading, writing, and speaking) and offered tips for approaching each section effectively. Experts deeply taught criterias of writing and speaking. I got opportunities to take practice tests under simulated test conditions to become familiar with the timing and format of the exam. In conclusion, i understood a real test format. Specifically, i learnt what should do gaining 7+ in writing and speaking sections. I will achieve 7+ in IELTS next time.

18.12.2023	Discussion CPD projects with teachers at school.	Mitiyillo teacher provided us with insights from a CPD session. He emphasized the importance of focusing on practices for students with disabilities to effectively learn new concepts. Regrettably, he pointed out that we had overlooked the theoretical aspects of grammar and vocabulary. It became clear that we had neglected the development of practical skills thus far. To address these issues, we have decided to arrange trainings aimed at enhancing students' general English proficiency, recognizing its crucial role in their lives.
15.01.2024	Exchanged different methods with the other teachers at school	As a teacher, I often engage in professional development activities with my colleagues at school. This allowed us to learn from each other and implement new approaches in our classrooms. It also fostered a sense of collaboration and camaraderie among the teaching staff, ultimately benefiting our students' learning experiences. Sharing best practices and learning from one another was an important aspect of being an effective educator, and I was grateful for the opportunity to collaborate with my fellow teachers in this way. Many teachers emphasized reflection which means serving as a model role for learners. I try to reflect firstly on me and i teach better by reflection.
25.01.2024	"Speaking contest" among the smart pupils from grade 5th to grade 7th	Lots of pupils took part in this contest. I am proud to say that our learners have great potential to learn any languages. They were able to show off their hidden skills more than we expected. However, they had serious pronunciation mistakes. After competition, I tried to give some tips to improve their pronunciation: shadowing, mirror and etc... I learnt how to assess learner with the help of tips given by the other English teachers at my school .

10.02.2024	Organized "General English" club	In this lesson, i showed the roadmap that we use along the way. Because it was for beginners who are and i didn`t know how their level was. It was our first lesson. Students enjoyed the lesson because all of them were keen on learning English. I set clear expectations for the course, such as attendance, participation, and homework requirements. I assessed the students' current level of English proficiency through a placement test or informal conversation according to students desire. The purpose of this club was to improve students` general English skills
14.02.2024	Suggestions to be more interesting, qualitative lessons by teachers	Dildora teacher who has been making high quality lessons so far advised that I suggest that we make it a regular practice to assess our students' understanding through quizzes, class discussions, and other methods. This will help us identify areas where they may be struggling and provide targeted support. Xurshida teacher said that I agree. In addition to assessing their understanding, we should also make sure to provide timely and constructive feedback. This can help students understand where they went wrong and how they can improve in the future. Mitiyillo teacher offered that We could also consider using a variety of assessment methods to cater to different learning styles and preferences. For example, some students might excel in written assessments while others might prefer oral presentations or hands-on demonstrations." I wanted to recall not forgetting the importance of setting clear learning objectives and sharing them with our students. This will help them understand what is expected of them and how they can work towards achieving those goals with our guidance."

19.02.2024	Talk with students about "How can I learn a new language as quickly as possible ?"	Our teachers advised that surround yourself with the language as much as possible. This can mean listening to music, watching movies or TV shows, reading books and news articles, and speaking with native speakers. Focus on building your vocabulary early on by learning the most common words and phrases in the new language. This will give you a solid foundation for communication. Define achievable targets for your language learning journey to keep yourself motivated and focused.

Sample 2

Your Name and School:

School Year: 2023-2024

Your CPD plans for this school year:

Record of Activities:

Date	Activity or other entry*	Your comments and reflections; evidence*
11.09.2023	Third-year university students from UrSU were assigned to our school. The purpose is to provide students with opportunity to gain practical experience.	Students attend our classes and observe our teaching methods giving their feedback .Cooperation with trainees is a valuable experience for both students and our school.
15.09.2023	Self-study. Preparing for TKT test «Activities and tasks for language and skills development.»	Importance of usage of freer activities in practicing target language role-plays, surveys, gap-fills.
5.10.2023	Meeting via Teams with school champions and consultants by NILE.	Learning about the agenda of the project was informative.
6.10.2023	Meeting with school teachers who are engaged in CPD project.	We had a discussion about the project and the role of our school in CPD. Teachers were distributed with samples of handbook and informed on their CPD actions.
17.10.2023	Online Meeting with NILE experts.	How to create the portfolio? To reflect everything you have done and when .What options to do in order to improve CPD?
23.10.2023	Training in Tashkent	Got acquaintance with National Consultants and CPD champions from other regions. Informed about objectives of the Pilot Phase,project timeline.

25.10.2023	Cooperation with trainees. Discussion of planning and preparing a lesson.	What should be done in order to achieve the main aim of the lesson? How to work with syllabus?
28.10.2023	Peer observation.	Attend the lesson for the first grade by novice teacher Abdullaeva B. The points she should give attention to are: lesson timing and encouraging young learners. Hope that these improvements will help her to give a better lesson. As for me, I was inspired by her energy – singing and doing activities . To captivate young learner`s attention and navigate them strictly to lesson objectives are challenging .She perfectly did it.
29.10.2023	TKT exam. Module 1.	Successfully got Band 3 .
3.11.2023	Self-study .How to select and use supplementary materials.	«How to adapt supplementary activities for different levels and mixed level classes?» «Importance of games and extra communicative activities at the English lessons.»
7.11.2023	Meeting with National Consultant.	The focus of the meeting centred around our CPD strategies,highliting our actions and seeking advices on enhancing our CPD practices.
14.11.2023	Lesson observation.	I observed the lesson for 9 th grade by Venera Ganieva on theme « Locations And Directions.» The lesson was carefully planned and the activities were successfully chosen for mixed level students. She successfully continued her method of adapting classes to a student`s needs rather than sticking strictly to a lesson plan. Students are excited to attend classes , thanks to her teaching methods . I was motivated by her excellent approach to teaching.
4.12.2023	Meeting with school teachers. Discussion of the article Developing Speaking Fluency.	Ask me more –Improving conversation technique. The W/itness – a fluency game. Why? Because……game. Possible Solutions 1.Give lots of vocabulary practice beforehand. 2.Offer visual support. ---
3.12.2023	TKT exam .Module 2.	Successfully got Band 3.
7.12.2023	Self- study .Correcting Learners.	How to identify the mistakes. The usage of delayed correction. Ignoring mistakes. Reformulating.
11.12.2023	Peer observation.	I observed the lesson taught by my colleague Normatova Zebo for 3rd grade on theme « Favourite Day.» The unique presentation of material captivated students attention .

		The use of visual aids effectively enhanced the understanding of complex concepts. She created a nurturing atmosphere where students felt comfortable asking questions(according to their level). My advice as a college is to use more multimedia resourses as almost all young learners are visual learners.
13-14 December 2023.	Pilot project training in Tashkent.	Discussion of language development . How to plan a CPD activity in a school,how to create learning invoronment in schools.
24.02.2024	TKT exam. Module 3.	Successfully got Band 3.
8.01.2024	Training with school teachers.	At the Training I introduced the aims and importance of CPD project . Explained how to create our portfolio. Mentioned about the deadline.
10.01.2024	CPD project meeting.	Zoom meeting with national consultant Nadira Isamuhamadova. She introduced information about Hornby scholarship and Fullbright TEA programme, how to apply for them. Explained CPD opportunities for school teachers.
18.01.2024	Lesson observation.	I observed the lesson by Pazyuk Ekaterina for 8th grade on theme Looking after pet. What I liked best- is creation of nurturing atmosphere where students felt comfortable to participate. Some of them brought their pets (kittens ,hamsters and canary –bird), demonstrated them and retold about their habits. So brilliant idea, I shall use it for my classes. As a result it was a lot of speaking practice and group work. The only thing I suppose to advice- is offering clearer instructions during the group work, as it was hard for some students to understand.
24.01.2024	ZOOM meeting with national consultant, article discussion. Intrinsic and Extrinsic motivation.What are they and which is the best?	Extrinsic motivation focuses on reward(salary bonuses). Intrinsic motivation is doing something for pleasure,idea and so on… Both of them has pros and cons ,but both of them are important .Using them we achieve our goals.
27.01.2024	Lesson observation.	I observed the lesson for 9th grade by Sobirova Dilfuza on theme « Exploring the world» Her willingness to experiment with new teaching strategies is commendable. She tries to create friendly and healthy surrounding at her classes. It increases student`s confidence and motivation. During the lesson I noticed that some students needing additional help during group activities.

		Teacher should pay more attention for these activities and support the class. I also recommend open-ended questions to stimulate classroom discussions. Anyway, she did a great job.
2.02.2024	Self -study. 10 Activities to improve my English reading.	I read a very useful article «How to approach reading practice.» The information was not only important but essential also The tips I have hihglihgted are: 1 .Develop a habit of reading daily for 20 minutes at least. 2.Set specific goals for my reading(improving vocabulary ,gaining new information and etc) 3.Taking notes .Doing this I can easily learn new phrases and sentence constructions.
13.02.2024	Session with National Consultant.	Our last session was dedicated to what conclusion we came during this project. No doubt,that all of us did a lot of work we have never did before. We learned how to cooperate with each other ,share ideas and opinions ,helped each other in planning lessons and giving feedback.

* Each entry should be supported by documentary evidence of some kind.

Sample 3

Your Name and School:		
School Year: 2023-2024		
Your CPD plans for this school year:		
Record of Activities:		
Date	**Activity or other entry***	**Your comments and reflections; evidence***
20.12.2023	I attended meeting with my colleagues. It was conducted in our school.	What I learned from this meeting is new teaching methods, activities and I am using these activities with my pupils.
27.12.2023	I purchased new materials of listening, reading skills and began doing them.	I began to use this source for improving my reading skill. It is also beneficial for listening skill.
10.01.2024	I watched a YouTube video about 7 ways using ChatGPT to design interactive activities. I did speaking tasks for learners	Watching the video, I understood teacher can activate different amazing activities which are related to all themes, especially for English lessons.

17.01.2024	I listened to a presentation about Strategies Beyond Error Correction and took part actively in a role-play activity.	I realized that error correction should be honest .This strategy requires patience and psychological knowledge.
24.01.2024	We had an interactive small workshop about giving instructions. First, we shared how we used to give instructions, then after a small lecture, we demonstrated what we learned using our textbooks.	There was really productive workshop for us. There were friendly atmosphere. We exchanged various methods, so I started to use them in my classes.
05.02.2024	I attended online multilevel course	Exchanged ideas with different teachers and improved my level
14.02.2024	I am attending online IELTS course and enhancing my knowledge.	I am using these materials for my upper classes by giving extra information for them.

Sample 4

Your Name and School

School Year: 2023-2024

Your CPD plans for this school year: 7year

Record of Activities:

Date	Activity or other entry*	Your comments and reflections; evidence*
18.12.2023	Silk Road Conference	I participated in the master class by Durdona and Gulhayo. Their theme was "The latest Technology in Digital Era". The information about technology was given at the beginning of the lesson. Then teacher gave us definition and we had to find the type of technology. The lesson was very interactive. What I liked was working as a partner in an activity. Working as a partner, one person drew and one described it. In that picture, we had to notice a technology shop. After that I used that activity with my fourth graders. Pupils learned to work as a partner and to listen to each other. This lesson was funny and engaging for my pupils because they had to listen their partner and draw a picture. Our theme was comparative adjective.
18.12.2023	I presented	I presented Silk road Kiziltepo. I presented a poster presentation. We called it "Coffee break". Our coffee include a definition of the methods we would use in the lesson and the participants had to

		find them e.g.: The question is "what skills requires students to understand a text and not say or write anything" . The answer is receptive skills. Next question: By engaging in these physical activities, learners associate meaning directly with the language they are learning, bypassing the need for translation and promoting a deeper understanding of the language in context. Answer: total physical response
14.02.2024	Lesson observation	I observed Sitora's lesson. The theme was "film and TV programme". Pupils had to speak about them. The students talked about the film or TV programmes for a minute and she recorded them. Then she taught them to work on their mistakes by listening to the audio the second and third time.
20.02.2024	Lesson observation	In Anora's lesson, she chose the topic "Water safe" for the sixth grade. Pupils wrote their statements on the stickers than their feedback stack to whiteboard. Then the teacher took one sticker and asked how many pupils agree or disagree this idea. To determine who wrote the best idea, they asked the students to decide which idea received the most points based on their agreement. I tried this activity with my learners. Since my class is beginners, the students wrote what they learned on stickers at the end of the lesson. My pupils tried to write the learned words.

* Each entry should be supported by documentary evidence of some kind.

Appendix D

CPD Good Practice Guide v1.0

N.B. This guide is a development from the Pilot Project Handbook and the validation or revision of its contents following the pilot. It is a work in progress and we expect subsequent versions to include extension, further revision, and refinement, as well as the addition of multimedia (e.g. video) content to support the principles in each section.

British Council, Uzbekistan and Norwich Institute for Language Education, UK

Continuing Professional Development (CPD) in Schools – GOOD PRACTICE GUIDE 2024

Version 1.0 April 2024

What is Continuing Professional Development?

Before we can plan, engage with, and reflect on our professional development as teachers, we need to understand what CPD means.

2. A process, not an event

The word 'continuing' (sometimes 'continuous') suggests that development is not timebound or event-dependent. It also implies some form of flow and progression in a teacher's career. Very few people teach in exactly the same way throughout a career. Events such as In-Service Training (INSETT) courses may or may not contribute significantly to any teacher's learning, just as, at classroom level, learners don't always learn what teachers teach. In fact, one-off INSETT courses have been shown to be remarkably *inefficient* in changing teachers' thinking or practice. This is partly because they are usually too short to allow depth of engagement with teachers' beliefs and personal theories but also, and all too frequently, because they don't match participants' needs and expectations.

However, a reality check on the notion of 'continuing' is needed here. Many teachers go through stages in their careers which are development-intensive, perhaps during their first year of teaching for example. There will be other stages when ordinary human priorities take over, for example when people get married, have children, have health problems or take on responsibilities beyond teaching, any of which may interrupt the process of development. This happens on any kind of journey, which is why a 'journey' is such an appropriate metaphor for CPD.

2. The meaning of 'professional' for a teacher

In any profession, trends and knowledge never stand still. Innovation is a part of every professional's life. Keeping up with changes in teaching methods, in teaching materials, technology and even in language is a constant challenge. It is thus a professional obligation for a teacher *of any subject* and *at any level* to stay up to date, whether by attending courses, by professional reading, belonging to a teacher's group, observing classes and being observed, or some other means. A good professional is *open to new ideas* and is able to *critically evaluate* them in the light of their experience and the realities of their context.

3. The concept of 'development'

The essence of development is that it is autonomous and voluntary. Nobody can be forced to develop. However, in a healthy and progressive climate, whether nationally or at institutional level, development is often prioritised, incentivised and recognised. Teachers, like other professionals, learn both consciously and unconsciously from experience, and they modify their practice to accommodate this learning. This process is *autonomous* and should be controlled by teachers themselves, though it relies on *support* from colleagues, school principals and education authorities. This view of development extends our understanding of what contributes to CPD in teachers, moving from a narrow view focussed on events such as conferences and training courses towards a much wider view encompassing a wide range of development-oriented activities such as peer observation and feedback or conducting research into practice.

4. The Situation in Uzbekistan

This Good Practice Guide is aligned with the vision of the Ministry of Pre-School and School Education to prioritise the professional growth of teachers in public schools in Uzbekistan and make their professional development journey *meaningful*, and *relevant* to their individual needs and the needs of their learners. Reform in this area will need to be based on a shared understanding and shared actions at all levels of the system.

At the time of writing, many teachers and other stakeholders in Uzbekistan still see CPD mainly in terms of teachers receiving training. Through this guide, we are aiming to extend this view and at the same time to encourage teachers to take control of their own development based on the notion of schools as hubs of CPD activity.

What counts as Continuing Professional Development?

In this Good Practice Guide we want to emphasize that many activities in a teacher's daily practice, *as well as* activities which go beyond the normal teaching day, can all contribute to teachers' CPD. Below are some activities which could be part of teachers' professional development, and there may be others which you could add.

Attending an in-house training event	Attending face-to-face training provided externally	Online training provided externally	Presenting at a conference, locally or nationally	Peer observation and feedback
Observation by your school principal or head of department, and feedback	Annual appraisal and action planning	Study for recognised qualifications, e.g. CELTA, DELTA, MA etc	Informal study/discussion groups, e.g. article reading and discussion	Conducting and acting on small scale classroom research
Keeping a teaching journal as a basis for reflecting on practice	Providing mentoring support for novice teachers or for teachers facing difficulties	Receiving mentoring support from a colleague	Taking on extra responsibilities, e.g. looking after resources, taking on a training role, etc	Preparing for a language exam, individually or with others.
Trying out a new activity or technique and reflecting on it with learners or colleagues.	Writing a lesson plan *for* a colleague and reviewing	Planning a lesson with a colleague	'Watch-and-discuss' collaborative activities with colleagues	Videoing your lesson and reviewing individually and / or with colleagues

Why keep a record of Continuing Professional Development?

It is important to keep a record of *what* professional development activities you do, *when* you do them, and *what* ideas or practices result from reflecting on the activity.

There are several good reasons for this:

1. It allows you to see and show evidence of your CPD activity for yourself and for others.
2. It allows you to reflect on your CPD activity as a journey rather than individual events.
3. It provides evidence you can use to talk about your own development, to colleagues, heads of department, school principals and others.
4. It helps structure your thinking about your CPD activities and reminds you to reflect on them.
5. It helps you to identify gaps in your professional development and to plan ahead.
6. It is a reward in itself, seeing how much you have done for your own development over time!

We suggest that one of the best ways to keep a record of your Continuing Professional Development activity is in a portfolio or personal record. In the suggested template below, teachers will need to provide *evidence* of the activity and a *short reflective note* to say what they gained from it. We call this the "What" and the "So what? Now what?" of CPD.

The nature and amount of evidence you keep along with this portfolio record will depend on you and your context. For example, if you make notes on an article you discuss with colleagues, it would make sense to keep the article and your notes as 'evidence'. If you observe a colleague's lesson and make notes or complete an observation form to help you give the colleague feedback, it would be sensible to keep those notes along with your portfolio. If you undertake certificated training, or pass a certificated exam, this would be a good place to keep those certificates too.

Portfolio Template

Your Name and School:		
School Year:		
Your CPD plans for this school year:		
Record of Activities:		
Date	**Activity or other entry**	**Your comments and reflections; evidence kept**

Sample of a completed portfolio (for guidance only)

Your Name and School: Oybek Muhammedov, School no 32, Samarkand	
School Year: 2023-4	
Your CPD plans for this school year: To learn how to use the new textbook. To attend at least one course. To join the teachers' club in our part of Samarkand.	

Record of Activities:

Date	Activity or other entry	Your comments and reflections; evidence
Oct 12	First lesson with new textbook	Difficult to use. I will ask Dilfuza if I can observe her lesson with the book
Oct 21	Observed Dilfuza's class and asked questions afterwards.	Very helpful. I understood how to integrate grammar work. My notes are in the folder.
Nov 15	Two-day workshop on how to use the books.	I learned a lot, but I didn't understand everything the American trainer said because he spoke very quickly. A copy of my certificate is in the folder.
Jan 22	Went to Teachers' club for article discussion. I read the article by Jeremy Harmer before the meeting.	I was a bit nervous because everyone was more experienced than me. But it was good to meet other teachers. Copy of article is in the folder.
Jan 30	Meeting of English teachers in school to discuss exam results.	It was useful to agree what we need to do to improve results. Notes on the meeting are in the folder together with my notes for action.

Who is responsible for Continuing Professional Development?

Throughout this Good Practice Guide, we suggest that it is the *teacher* who takes responsibility for their own CPD – its direction, its focus, its content and its timing. However, there are many other people in educational settings who need to support, facilitate, recognise and validate teachers' professional development journeys. Here we provide some suggestions for teachers, and those who support them.

CPD Good Practice: Guidelines for teachers

Being responsible for your own professional development means being proactive, taking decisions and identifying the activities that will help you to improve as a teacher. If you need advice or support, your Principal and your School CPD champion will be there to help.

1. Think about your CPD objectives for the year and make a list of possible ways to achieve them, rather than recording each activity as you go. Making the list can be your first CPD activity of the year!
2. Remember that many CPD activities can be done as part of your daily teaching practice or time in school with colleagues. CPD is not solely an activity which happens outside your working hours!
3. Record your CPD activity as you go, and try to get into the habit of doing this. It is much harder to try to remember what you did, and your reflections, if you only write in your portfolio occasionally.
4. Remember that the final column, "Your comments and reflections" is the most important evidence of your learning or *professional development.* Take time to really think about what impact your CPD activity will have on you as a teacher. And if you disliked or disagreed with what you experienced through the activity, don't be afraid to say that too!
5. …
6. …

CPD Good Practice: Guidelines for School-based Champions

As stated earlier, we see schools as the main hubs of CPD and for this reason there is a need for someone to coordinate activity at school-level and to promote the multi-faceted understanding of CPD that we described above. For this reason, we strongly recommend that each school nominates a "CPD Champion" who has a specific responsibility for supporting teachers' CPD activity throughout the year. This does not mean a Champion is responsible for providing training, or making teachers do CPD activities, but rather as a motivator, example of good practice, facilitator and communicator.

8. You are a key link in the communication chain between the teachers on the one hand and your school principal on the other. Take every opportunity to reinforce the benefits of teachers' CPD for the whole school, and to encourage the principal to recognise and validate CPD activity through their own actions.

9. Encourage teachers to see the breadth of possible CPD activities, exploring all the ideas suggested above, and others you think of with your colleagues.

10. Support teachers with *not only* keeping a record, *but also* how to reflect on the impact of their activities, and how to write this concisely and meaningfully in their portfolio.

11. Check in regularly with teachers throughout the year, and get them to show you and talk you through their portfolio. It is important that this is not a punishment or performance requirement, but rather an opportunity for them to be proud of what they have done, and what they plan to do next.

12. If teachers don't feel they have time or space to engage in CPD activities, encourage them to see their own classroom and their own lessons as an opportunity for CPD activity. Even changing the layout of the desks in the classroom, or where they stand during a lesson, and reflecting on this with their students, a colleague, or themselves, is a professional development activity!

13. Try to form links with CPD Champions from other schools and share your successes, ideas and challenges to motivate and support each other.

14. ….

CPD Good Practice: Guidelines for School Principals

Through your actions and attitudes as a school principal, school-based Continuing Professional Development will succeed and thrive, or struggle and fail**.** Your support, recognition, valuing and rewarding of teachers' CPD in your school will make a huge difference to how teachers perceive its importance and worth.

6. Please be prepared to give your school CPD Champion and your teachers your full support with their CPD activities and ideas.
7. Please familiarise yourself with the ideas in this guide, how teachers will evidence their CPD, and also with the range of CPD activities which can be recognised.
8. Please encourage your teachers to take part actively and recognise publicly and individually those who do.
9. Please think about how teachers' CPD activities and reflection can form part of your responsibility for teacher performance and evaluation each year. Could they be encouraged to talk about their CPD portfolio as part of an annual appraisal meeting with you or their head of department?
10. ….
11. ….

Who cares about Continuing Professional Development?

Taking responsibility for your own professional development, rather than waiting to go on a training course or be given in-service training, can feel an additional burden for a teacher. The experience of teachers who worked on their CPD in the pilot scheme in 2023 - 24 demonstrates very clearly that the opposite is true. Having the autonomy and the creativity to decide what and how you take your next steps in your professional development is a great opportunity, and we hope you feel there is support around you as a teacher to be able to do this.

Ultimately, there are a lot of key stakeholders who benefit from your decision to engage with your own CPD and reflective practice:

- You as a professional – learning, growing, making decisions, being rewarded!
- Your colleagues in the school – learning with you and from you, seeing you as an example, sharing ideas and solutions.
- Your school principal – seeing you care about your own development and what that brings to the school, hearing your success stories, facilitating opportunities which they can be proud of!
- Your school – a learning organisation is not just about students learning; a place where teachers develop and learn from each other is a happy place to work, and to be a student in!
- The Ministry of Pre-School and School Education, who understand that CPD leads to more effective teaching and thus improved performance by your students.
- And most important… your students – being inspired by a teacher who is also a learner, seeing creativity and innovation in their classes, being involved in thinking and talking about their own learning!