Continuing Professional Development

in Basic Education

Workshop 1 – Colombia

July 2019

Report on the 1ˢᵗ cpdBE Workshop Bogotá 22 July 2019

Introduction

As the countries in the Americas seek to improve their education systems in order to enhance their competitiveness and prospects, research has identified bottlenecks preventing this improvement[1]. For instance, there is a need to improve teacher training policies and look for innovative solutions to address the shortage of qualified teachers. Schools in most countries in the region are unable to provide English classes, while those that do exist are often poor quality[2]. A recent policy report stated that lack of data represents a major concern, and research shows that improvements in policy and programmes are necessary, as is systematic contact at the level of programme design. [3] In this report, Cronquist and Fiszbein (2017) also advise that the strengthening of information systems is a critical part of any effort oriented to improving education and "in particular countries can learn from the experiences of others", suggesting that "the development of a regional learning community constitutes a promising way to foster this collaboration and knowledge sharing."

The *Continuing Professional Development in Basic Education* (cpdBE) project will establish a regional learning community of practice to enable connections between the UK and key countries in the Americas, with a special focus on Brazil, Colombia, and Mexico. It aims to influence thinking about Continuing Professional Development among policymakers, school leaders, teacher trainers and teachers. The main goal is to foster collaborative exchange between the people working in professional development in the Schools and ELT sectors in Basic (compulsory) Education in the Americas, and to promote an evidence-based approach to their work. We will also encourage the exchange of information about good practice and what works / what doesn't work during a series of face-to-face workshops. This report is a result of the first of these workshops, held in Colombia in July 2019. During this workshop, British Council colleagues and invited guests came together to share our experiences in Colombia and elsewhere. This document is a report of the presentations, conversations, discussions and exchange of ideas that took place.

[1] Fiszbein, Cosentino, & Cumsille, (2016) The Skills Development Challenge in Latin America: Diagnosing the problems and identifying public policy solutions. Washington: Inter-American Dialogue and Mathematica Research.
[2] Kamhi-Stein, Díaz Maggioli & de Olivera (2018) *English Language Teaching in South America*, Multilingual Matters.
[3] Cronquist and Fiszbein (2017) Inter-American Dialogue: https://www.thedialogue.org/events/english-language-learning-in-latin-america/

Good CPD

The starting point for the *cpdBE* is the British Council's *Teaching for Success* approach to CPD, which takes its lead from Borg (2015)[4], believing that good CPD:

- is seen by educators to be relevant to their needs and those of their students
- fosters collaboration and the sharing of expertise among educators
- is a collective enterprise broadly supported by schools & educational systems
- provides educators with expert internal/external support
- is situated in schools and classrooms
- is recognised as an integral part of the teachers' work
- values inquiry and reflection as central professional learning processes
- engages educators in the examination and review of their beliefs
- focuses on student learning as the motivation for professional learning
- is seen as an on-going process rather than a periodic event
- is accompanied by strategic leadership within schools.

By understanding what represents best practice in CPD, teachers, teacher educators, school leaders and policymakers will be better equipped to engage with teacher development in schools, leading to more knowledgeable and better teachers who are better equipped to face the challenges in their own classrooms and better learning outcomes for their students.

Considering the above, the cpdBE project has two main lines of action: face-to-face workshops and an online Community of Practice.

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[4] Borg, S (2015) Contemporary Perspectives on Continuing Professional Development, British Council
https://www.teachingenglish.org.uk/professional-development/teachers

cpdBE Workshops

The workshops will be one-day events in Colombia, Brazil and Mexico. They include a combination of expert-led presentations and participant-driven discussions. The workshops have a consultative nature in that it focuses on participants' experiences and needs in CPD. In the first year of the cpdBE project, they have been scheduled as follows:

- 22 July 2019 - Bogotá, Colombia
- 13 November 2019 – Brasília, Brazil
- 6 February 2020 – Mexico City, Mexico

cpdBE Community of Practice

Communities of Practice are "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise by interacting on an ongoing basis." (Wenger, 2002)

Communities of practice[5] differ from teams or work groups in that:
- Membership is voluntary
- The goals of a community are less specific and more changeable than those of a team or work group;
- Results are not easily discerned or measured;
- The community exists as long as its members participate.

The cpdBE Community of Practice will encourage wider digital participation, engagement and discussions on CPD, targeting interested stakeholders in countries across the Americas. It welcomes anyone interested in CPD: teachers, trainers, mentors, school leaders, policy makers, etc., and provides a space for sharing articles, research, events, as well as opportunities for expanding one's professional learning network.

Join the online CoP and find out more at the cpdBE webpage

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[5] http://edutechwiki.unige.ch/en/Community_of_practice

First cpdBE workshop – Bogotá, Colombia

The first cpdBE workshop was held in Bogotá (Colombia) on 22 July 2019. This all-day event counted with 24 participants, who were British Council staff from across the region and external consultants who work in projects in Colombia. This workshop took an inward look at what the British Council understands as good CPD, how it can strengthen its CPD programmes and how countries can share knowledge in this area. The workshop consisted of three expert-led presentations in the morning and an *Open Space Technology* discussion in the afternoon.

Presentation 1 – Educator Excellence: The Importance of Quality in Education

The first presentation of the day, by **Willy Cardoso** (CPD consultant), outlined the overall strategy for the cpdBE Regional Project and framed the principles that would shape the activities on the event programme.

The audience were first asked to reflect on what CPD meant for them and to think about the CPD activities they recently engaged in and how memorable they were. The following characteristics[6] of CPD were then presented:

- It is emergent and responsive to a perceived issue, problem or intended outcome.
- It entails change; participants are therefore change agents, working towards a particular goal.
- Change will normally involve learning: a new skill, better use of technology, classroom management practices, and so on.
- Understanding of local context is a key component of CPD

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[6] Mann, & Walsh, (2017) *Reflective Practice in English Language Teaching.* New York: Routledge.

This was followed by a brief summary of the report 'Educators Excellence' (*Tras La Excelencia Docente: Cómo mejorar la calidad de la educación para todos los colombianos*, 2014[7]), whose main finding in relation to CPD was that once discounted the differences between schools in their socioeconomic composition, the fundamental difference between schools of exceptional and poor performance is the quality of the teaching staff. This means that the accumulated empirical evidence available in this area justifies prioritizing teacher quality over any other policies that intend to improve educational quality.

Reflective Practice was one of the CPD approaches highlighted in the presentation, with one of its main challenges being that a lot of teacher reflection remains at the level of belief as opposed to reflection on practice which is based on evidence. For example, teachers' beliefs about students' expectations and beliefs based on the teacher's personal experience or preferences are often presented as pedagogical principles. A few strategies were proposed to overcome this practice, e.g. video-based activities where a reflective discussion is facilitated with the aid of a video recorded lesson.

The presentation ended with a proposal for a democratic agenda for teacher development which views teachers at three interrelated levels. 1) Teachers as citizens who have to reflect on the sort of society and the kind of life that they want. This means teacher development is not disconnected from politics and from its historical and ideological roots. 2) Teachers as workers who require time for reflection on a day to day basis and need regular time away from classrooms. 3) Teachers as people who should be able to choose for themselves the kind of teacher development they want. (Carr & Hartnett, 1995, p. 49)

For further reference, the presentation slides can be found here.

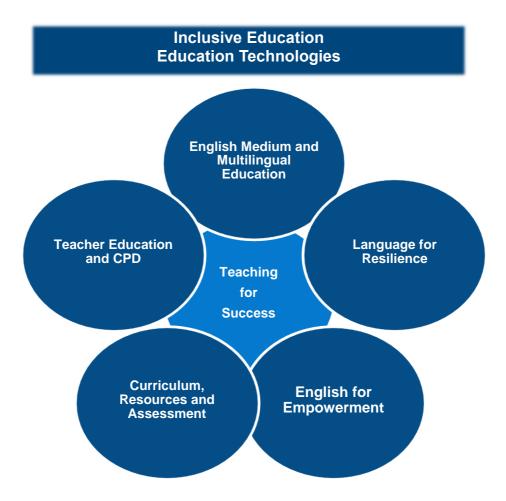## Presentation 2 – Teaching for Success: the British Council's Approach to Continuing Professional Development

The second presentation (slides here) was given by Michael Connolly (Director of English for Education Systems, British Council) and was oriented about the *Teaching for Success* framework, which is grounded on the British Council aims of supporting language teaching and learning in a multilingual world, helping to ensure inclusive and equitable quality language education.

This framework responds to key challenges in language teaching and learning encapsulated in the British Council's five thematic priorities as shown in the diagram below.

Moreover, it was discussed that there is evidence that a so-called traditional approach to CPD rarely works. For example, that one-shot training sessions have very little impact on changing teaching practice, and that after one year of teaching experience the effectiveness between trained and untrained teachers ceases to be significant. This presentation also concluded that according to Hattie[8], *Teacher Efficacy* (i.e. the collective belief of teachers in their ability to positively affect students) is strongly correlated with better student achievement.

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[8] Hattie, J. (2018) https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/

Inclusive Education
Education Technologies

- English Medium and Multilingual Education
- Teacher Education and CPD
- Teaching for Success
- Language for Resilience
- Curriculum, Resources and Assessment
- English for Empowerment

The presentation also included an in-depth look at the features of *Teaching for Success* and how it leads to quality in the classroom. [see here for more details]

Evaluate needs and priorities accurately
1 Teacher development
2 Curriculum & learning resources
3 Assessment
4 Leadership & governance

Design quality projects and programmes with expertise and solutions from British Council & external partners

Deliver quality projects and programmes

Measure impact accurately

QUALITY IN THE CLASSROOM

Cordingley (2015) finds that "professional development opportunities that are carefully designed and have a strong focus on learning outcomes have a significant impact on student achievement."

SCHOOL LEADERS — TEACHER EDUCATORS — TEACHERS — QUALITY IN THE CLASSROOM

The presentation concluded with a Monitoring & Evaluation framework for CPD.

Monitoring and evaluation

Level 1: Evidence of participant engagement
- Questionnaires
- Self-assessment
- Trainer reports

Level 2: Evidence of participant learning
- Self-assessment
- Learning assignments
- Language assessment
- Trainer reports
- CPD portfolio / reflection journal

Level 3: Evidence of participant application of learning and behaviour
- Classroom observations
- Case studies
- CPD portfolio/ reflection journal

In sum, Teaching for Success is a framework which can be used for:

- Needs analysis – at individual, school or system level
- Self-evaluation – on-line self-evaluation tool for teachers
- Individual, school and system professional development planning – the individual teacher can evaluate their strengths and areas for development and then search for resources to meet specific needs. On a systems level, a large number of teachers can complete the analysis and administrators plan initiatives in response to need
- Resource and materials mapping – institutions and organizations can map their training content and other resources to the frameworks – frameworks and descriptors used as an 'organising principle'
- Resource and materials development – this process helps identify gaps in training content – i.e. we might have no training content for a particular professional practice
- Monitoring and evaluation – as everything is linked (frameworks, tools, needs analysis, resources), monitoring of impact on teachers and in classroom practice is facilitated.

Presentation 3 – CPD: Colombian case studies around different approaches to implementing CPD

The third and final presentation was given by Laura Barragán (Director English Language, Education & Society, British Council Colombia) and focused on the Colombian educational context and the British Council projects in this area.

The first part of the presentation focused on sharing data on the Colombian education system, the TALIS 2018 report and their recommendations for Colombia, which are as follows:

- Promote teacher professional development activities
- Expand the themes worked during professional development activities specifically on issues related to teaching in multicultural environments, for students with special educational needs and use of ICT in the classroom.
- Strengthen the programmes of continuous support to teachers in Educational Institutions.

This presentation also added further evidence-based results on 'what works' in CPD which complemented what the previous two had presented.

According to Opfer (2016)[9], TALIS data shows that greater participation in school-embedded professional development is associated with greater reported impact of professional development on teaching knowledge and practice, while participation in professional development activities outside of the school is associated with less reported impact.

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[9] *Opfer, D. (2016), "Conditions and Practices Associated with Teacher Professional Development and Its Impact on Instruction in TALIS 2013", OECD Education Working Papers, No. 138, OECD Publishing, Paris, http://dx.doi.org/10.1787/5jlss4r0lrg5-en.*

According to Barrera-Pedemonte (2016)[10], effective CPD:

- includes opportunities for teachers to observe, design, perform or expose teaching practices,
- provides adequate time and follow-up support
- encourages the development of teachers' learning communities

According to Desimone (2009)[11], effective CPD has to have five core features:

1. be focused
2. provide opportunities for active learning
3. be coherent with wider policies and with the knowledge and beliefs of teachers who participate
4. tend to be longer in duration
5. be embedded in collective practice

The next part of the presentation elaborated on *Collaborative Expertise* as effective teacher cooperation.

This was followed by a brief description of some recent and current British Council projects which are done with/for government authorities in Colombia, such as *ELT Leaders*, *Inspiring Teachers* and *Coding for kids*. The presentation slides are here.

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[10] *Barrera-Pedemonte, F. (2016), "High-Quality Teacher Professional Development and Classroom Teaching Practices: Evidence from Talis 2013", OECD Education Working Papers, No. 141, OECD Publishing, Paris, http://dx.doi.org/10.1787/5jlpszw26rvd-en .*

[11] *Desimone, L. (2009), "Improving Impact Studies of Teachers' Professional Development: Toward Better Conceptualizations and Measures", Educational Researcher, Vol. 38/3, pp. 181-199, http://dx.doi.org/ 10.3102/0013189X08331140*

Conclusions from workshop

A common thread across the three presentations was the social element of learning and how it is important to give it the same importance in CPD. In practice this means moving away from isolated CPD activities such as external expert-led workshops to programmes that allow teachers to reflect on their practice, that give them the time to collaborate with others and that guide them in collecting evidence of progress and areas of improvement. The external agent in this case serves as a mentor or coach who will help the teacher or school leader to establish their own goals and to come up with strategies to achieve them in a time-specific framework. The external agent can then provide knowledge and skills training that is relevant and specific to the needs identified together with the CPD participants.

Effective CPD should also include a space for reflection and ideally, ongoing support after training, which may include mentorship.

Another point highlighted in the workshops was that CPD programmes need to be designed based on evidence of what effective CPD is, and its content must focus on evidence-based teaching practice. In turn, the impact of such programmes needs to be evaluated on student learning.

Open Space Technology

Open Space Technology (OST) is a method of organising a conference where participants are invited to focus on a particular theme. OST is a participant-driven process where the people attending the event create the agenda. Participants work in groups to discuss particular aspects of the main theme and at the end of each OST discussion a document is created summarizing the work of the group.

In the 1st cpdBE workshop, the afternoon session was developed in OST format by encouraging participants to volunteer questions they wanted to discuss. These questions were sorted according to the sub-themes that emerged with each assigned to a discussion table. The CPD sub-themes were:

- Coaching
- Motivation
- Innovation
- Teaching for Success
- Schools and ELT
- Monitoring & Evaluation
- Public Sector Policies

Participants could join any table and move from one discussion to another at any point during the session. Notes were taken throughout the discussions and were then subject to a thematic analysis and weaved together to produce this summary.

Sustainability and **collaboration** were recurrent words in many of the discussions. While it was agreed that when teachers share their experiences everybody wins, the conditions for them to do so *continually* and *consistently* are rarely in place. One of the main challenges is that learning communities die out because they become 'extra work' for teachers, with the main solution to this challenge being that CPD activities should be timetabled within teachers' working hours.

Another key point drawn from the discussion in terms of increasing sustainability and minimising teachers' resistance to engage in CPD was the inclusion of **coaching** models in programme design. A coaching model that is transparent would aim at building teachers' self-confidence as well as giving them the chance to work alongside a skilled and experienced professional. It was also suggested that it works better if the coach is not an outsider and that time is key to success; meaning teachers need time to understand and feel confident about this form of professional development. In the participants' experience this model has

What strategies can be implemented in CPD activities in order to foster collaborative expertise?

worked, in that teachers who had a coaching experience now have more positive attitudes towards being observed in class for example. Additionally, the group discussing **motivation** concluded that teachers need some form of validation from the CPD programmes they join, which could be economic or professional, e.g. receiving a certificate or having CPD activities as part of a career plan. It was also mentioned that a stronger bond between leaders and teachers is needed and that CPD activities should take place in the teachers' working environment, that is, in schools.

Moreover, it was agreed by many in the discussions that school leaders must be involved in the CPD projects because this has a direct impact over teachers' behaviour and motivation. It was suggested by some that a non-hierarchical learning community might be built so teachers can also become leaders. One of the challenges raised regarding this approach was how to create strategies that help identify leaders and how to make them sustainable, so that the learning community continues to develop after an external intervention ends. "Sustainability and innovation must complement each other", said a discussion participant.

CPD programmes in Schools and ELT

The first cpdBE workshop also had a particular focus on how educators working in ELT and those working in Schools can collaborate and build stronger CPD programmes.

The issues ranged from how educators from both sectors can work together in the design of CPD that are consistent across the region and that have a bigger impact.

One participant commented that consistency within the region is difficult because of how schools and governments work, since agendas will differ from country to country. For example, some governments prefer to invest in the training of new teachers because that is a result that can be seen in a shorter term. However, there should be a balance between **teacher training** and more longer-term **policymaking**. The development of CPD in countries is a process that has a longer-lasting effect when concrete goals are set and allowed to develop over a longer time period. It was suggested that it is preferable to have a smaller portfolio of options with a specific focus on improving, for example, Bilingual and/or Multilingual Education, Inclusion, 21st Century Skills or School Leadership.

While it is usually not realistic to think that the dramatic improvement can be demonstrated in education systems in the short term, if allowed to develop over time, the story is different. For instance, in Colombia, the British Council has been able to have a visible influence on English teaching in basic education through policy dialogues and working in partnership with government authorities. Another good practice highlighted was the development of a policy framework to consolidate and promote CPD instead of one-off training.

Working Together

In terms of **working together** across the region, spaces are needed where educators from different countries can share best practice and results. This way, successful approaches to CPD (i.e. what works in practice) in one country can more easily be adapted to local needs and implemented in another. Increasing the opportunities for communication across borders and sectors is a way to help making this happen but will only be successful if this type of knowledge sharing is adopted as a matter of course.

The need for more collaboration between countries was visible in the discussion about data collection, with one participant mentioning the importance of being familiar with frameworks for CPD and standardised instruments that can be used for monitoring and evaluation. This allows educators to take advantage of the work done elsewhere and means less reinventing the wheel. As a workshop participant said, "we don't to have to do it again if someone else has already done it."

During the Open Space session, it was also stated that in Colombia there isn't a good framework for what constitutes good teaching and because of that schools have been grateful where the British Council's Teaching for Success framework has been introduced. It was also suggested that more resources are needed on what a successful lesson looks like, with examples (case studies) from around the world to better understand what can be achieved.

Monitoring and evaluation

Monitoring and evaluation (M&E) was also a hot topic in the first cpdBE workshop, with comments suggesting this is an area that is important for anyone involved in CPD, especially since we need to be sure that what we are doing has an effect.

Participants discussed that in order to evaluate we need to know very clearly what the goals of the CPD are as it becomes impossible to measure something that wasn't in the programme design in the first place. Unfortunately, it can be supposed that there is no impact if there are no evaluation results. "We are then reduced only to what we can measure", said a participant.

The general feeling was that there are few reliable instruments for monitoring and evaluation and that, usually, M&E is often left out due to lack of funds or lack of expertise, or it is not important on the agenda of the organisation commissioning the CPD. agenda. For example, programme evaluation based on English proficiency tests is the easy to measure because the instruments are readily available. However, what happens when the project is about English for empowerment or on improving aspects of methodology?

Along the same line, self-perception questionnaires are a popular way to evaluate satisfaction and quality in teacher training sessions, but they are usually given to trainees immediately after the training don't objectively measure how participants have developed or if the training is adopted in the classroom, and what, if any, effect it has on learning. Although this is usually the overall aim of such training, it is very difficult to measure.

A couple of key questions raised by the worskhsop participants regarding Monitoring and Evaluation were:

- How to assess impact without using self-perception as an indicator?

- Are there better ways to measure student development other than standardised testing?

Given the complexity of the matter and the time available, the discussion did not yield concrete or specific answers. Nonetheless, it was mentioned that there should be other ways to demonstrate impact, for example through instruments that can correlate teacher development to student performance, and instruments that track students after they leave school in order to measure long-term impact.

Complementing the above, it was said in another discussion that self-assessment plays an important role in CPD programmes. That is why, for example one of the 12 principles of the British Council's Teaching for Success is to take responsibility for one's own professional development. Teachers need to reflect on what they need to do to become better professionals.

Realistic Evaluation

One recommendation was the adoption of **Realistic Evaluation**. "Realistic evaluation seeks to find the contextual conditions that make interventions effective therefore developing lessons about how they produce outcomes to inform policy decisions."[12]

One commentator mentioned that it is a challenge to guarantee investment in M&E on the part of the funder because even though impact measurement is possible, it can be expensive to implement. As a possible solution, it was suggested developing partnerships with universities, in cases for example where PhD students need access to data, they can then do the evaluation at a low cost or even free of charge. Partnering with universities is also an advantage because it can add credibility to the M&E component of a CPD project.

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[12] Source: https://www.le.ac.uk/oerresources/criminology/msc/unit8/page_06.htm

Teaching for Success

Following on from the presentation on **Teaching for Success**, the British Council's approach to CPD, a discussion table was set up in the OST session to address participants' questions about this framework and approach. Below are some of the questions and answers recorded.

If the framework of "Teaching for Success" and content were adapted is it still "Teaching for Success"?

Well, it's not a problem if the entity receiving this training wants to use the resources as they like. We do believe, however, the framework as it stands works, and there is a correct way of applying it. We have evidence of what works, what good CPD is and because of that, we prefer to follow the guidelines as published.

If a country wants to adapt the resources, how should they start?

A needs analysis should be undertaken before the framework is adapted to the local context. However, whatever adaptations are made, there is a set of good practices which are at the core of the programme which we strongly suggest following. (see Teaching for Success)

How flexible can a programme be in case some of the suggested practices are not accepted by an institution?

We have a very specific framework which is the same on every country the British Council operates in and is what should be expected if working with us. I suggest first evaluating the issues with the approach currently used, then raising awareness why these should be improved and advocating for better practice. In this way we can bring about positive change without fully applying the framework. It's a slow way to go about this, but quite an effective one for dealing with this situation.

What are the criteria to add new topics or materials to the programme?

This depends on needs analysis. We may decide to create new material as a result of finding a very specific requirement for the area we are trying to enter. Again, we need to differentiate the modules from the framework, we don't plan to develop any new central [core] framework resources.

When do we know when a teacher has reached the highest level on an area of Teaching for Success?

There is a lot of self-assessment here - it's really up to them to know their level. Of course, there is bias but the idea is for you as a teacher to identify what you need to learn more about. You never reach 100%, there is always room for improvement, and it depends on what are you interested in improving.

Conclusions

The 1st cpdBE workshop met its main objectives of creating a space to influence thinking about CPD, sharing research and best practice and connecting people from different countries across the region. 97% of the participants said the event met their expectations and 91% said they have gained new knowledge or skills by attending the event. At the end of the event, participants reported that this was a valuable space where they could make connections and learn what colleagues are doing across the region.

> "It is important to know other projects and initiatives and how we can work together and share ideas and how to implement projects"

> "I was very interesting to have different opportunities for interaction with people from other countries in order to learn from their experiences and bring ideas to our work teams"

British Council directors also shared their views on a video testimonial at the end of the event. These can be seen on **the cpdBE webpage**.

> "The quality of education has always been at the core of what we want to work in. The British Council is seeking to explore what Continuing Professional Development should look like" Catalina Holguin, Regional Schools and Society Programmes Head, Americas.

> "One of the things that stood out to me at the start was the reminder that there's such strong evidence that if you're going to invest in anything to improve student outcomes, the opportunities for young people, it is investing in the quality of teachers, teachers' CPD. So there's no more important initiative to get involved in, get your voice heard, than this cpdBE programme. Whether it's online or taking part in one of the events, I just say get involved, because this

is how we're going to change lives." Mark Herbert, Skills and Schools Director, British Council.

"We really hope to share our beliefs and our ideas of what works in CPD in the region and also worldwide, including experiences in the United Kingdom" Camila Morsch, Director English Language, Education and Society, British Council Americas.

CPD in practice

Throughout the workshop participants were asked to reflect on CPD activities they have experienced in their careers and which had the greatest impact on their practice.

Mentoring - a relationship whereby a more knowledgeable or skilled professional helps another one to develop through advice, goal setting, motivation, resources, strategies, etc.

Peer observation – Colleagues observe each other's lessons by mutual agreement. This can also be done with video recordings. Peer observation becomes more beneficial when there is a pre-lesson briefing or co-planning and a post-lesson feedback conversation. It is also recommended that peer observations have a clear focus, e.g. to observe and analyse the quality of *teacher talking time* and *student talking time*.

Becoming a CPD facilitator – there is a steep learning curve when a teacher becomes responsible for giving workshops, coaching colleagues or training others in more formal settings. There is a valuable developmental opportunity when moving from knowing something to being able to convey it to others.

*Learning network*s – Becoming an active member of a Personal or Professional Learning Network (PLN) may have a great impact on one's development and motivation as a teacher or leader. This can range from simply being connected with like-minded professionals who share content on social media, to being a member of special interest groups (e.g. a facebook group about learning technologies or a teachers' association interest group on Teaching Young Learners).

Formal studies with a practical component – while taking a formal course could be simply classified as *training*, the developmental opportunities lie in the opportunity to put theory into practice; then to go back to theory; then practice again; until there isn't a distinction between them. This is what many educators, have called praxis, and it puts the reflective practitioner in the forefront as a producer of knowledge (as opposed to a passive consumer of theory). This can be developed beyond formal studies, by engaging for example in exploratory action research.

In conclusion, it can be drawn from the first cpdBE workshop that good CPD is based on a perceived need and embedded in one's immediate context (i.e. classroom, school and community). It yields better results when it involves collaboration that has clear goals and is grounded on evidence of what works. Above all, effective CPD will have an impact on student performance.

Questions for further discussion

From the first cpdBE workshop we can draw the following questions which can frame the discussions in the next workshops and in the community of practice.

- What are the essential conditions for successful CPD?
- What innovative CPD strategies can we include in new projects?
- What strategies can be implemented in CPD programmes in order to foster collaborative expertise?
- How do we reach more teachers and school leaders with good quality CPD?
- How to motivate teachers to participate in CPD activities? How to sustain participation over time?
- What are the skills CPD facilitators should have? How are these skills acquired and developed?
- How can we foster collaboration and professional development between teachers and educators from different subjects?
- What can ELT professionals learn from others areas in education? What can education professionals learn from other areas?