# CPDC programme overview

Name of institution: NCCE-accredited but delivered by CoEs.

Type of qualification: Continuing Professional Development Certificate for Teacher-educators

Level (including min/max credits): Graduate

Designator e.g. Education: Education

Qualifiers e.g. Leadership: Early Childhood Care and Education/ Primary Education; or

 Junior Secondary Education; or

 Adult and Non-Formal Education; or

 Technical and Vocational Education and Training

Abbreviation: CPDC Specialisation e.g. Junior Secondary Education

Rationale: why is it needed? Declining performance of school learners and changing societal needs in light of the 21st century competences required in a global knowledge society require changes in the school curriculum in terms of both WHAT is taught and HOW it is taught. There is therefore need to equip college lecturers to explain, model and assess teaching and learning approaches that reflect:

* A commitment to continuous improvement of professional practice
* Global trends in teaching and learning
* Changing societal needs and the achievement of basic education objectives.

Purpose: what does it do? The programme will provide an orientation to current curriculum reforms and prepare the ground for career-long continuing professional development in line with NCCE requirements as these evolve over time. The programme will, inter alia:

* Equip college educators with the knowledge and skills to model appropriate practice
* Provide the basis for career-long professional development that aligns with NCCE continuing professional development requirements.

Exit level outcomes and associated assessment criteria:

By the end of the programme. College educators will be better able to:

1. Provide curriculum leadership and support within their areas of specialisation

This will be evident when candidates provide evidence of the following:

* Demonstrated competence in various areas of specialisation e.g. ECCE, Primary, Secondary, TVET, Adult … in ways that meet the basic education needs of society
* Facilitated improved specialist competences among teachers
* Facilitated positive attitudinal change and practice towards reform
* Addressed the 21st century needs of learners and society in their teaching practice
1. Model and justify a range of teaching and learning strategies appropriate for context

This will be evident when candidates provide evidence of the following:

* Modelled improved interaction and rapport in teaching and learning practices and the creation of learner-friendly learning environments
* Modelled learner- and learning-centred approaches
* Designed and implemented activity-based learning
* Produced teachers who are critical and creative thinkers
* Designed and implemented inclusive classroom activities and practices
* Designed, taught, reflected upon and improved classroom lesson plans
* Motivated and reinforced individual learners as appropriate
* Identified and built on prior knowledge and experience
* Recognised the dynamic nature of teaching and learning and justified practice in relation to appropriate theory, policy and practice
1. Select, adapt or create and then use a range of learning resources appropriate for context

This will be evident when candidates provide evidence of the following:

* Made appropriate choices about selection/adaptation/creation and use of learning resources
* Designed and implemented teaching and learning packages/modules/experiences appropriate for context and purpose
* Improvised and integrated learning materials for proper and appropriate learning
1. Select and use a range of educational technologies appropriate for context

This will be evident when candidates provide evidence of the following:

* Demonstrated ability to use a wide range of educational technologies
* Sourced/adapted/created digital learning resources in a variety of media
* Designed technology-mediated activities appropriate for context and purpose
1. Develop monitoring and evaluation strategies to inform the pre- and in-service development of teachers

This will be evident when candidates provide evidence of the following:

* Demonstrated commitment to continuing professional development and quality improvement through developing and maintaining a portfolio of professional practice
* Applied evaluation techniques and classroom feedback strategies to determine areas of improvement
* Organised cluster meetings on a regular basis to identify challenges and offer solutions

Curriculum/content outline:

Module 1: Programme overview (20 hours pre-programme; explain the why and how of the programme)

Module 2: Orientation to activity-based learner-centred teaching and learning strategies (1 credit: 40 hours)

Module 3: Orientation to learning resources for activity-based learning (1 credit: 40 hours)

Module 4: Orientation to current and emerging educational technologies (1 credit: 40 hours)

Module 5: Orientation to special needs and inclusive education practices (1 credit: 40 hours)

Module 6: Updating specialist competences (1 credit: 40 hours)

Rules of combination: Modules 2-5 can be taken in any sequence, although it is recommended to start with Module 2. Module 6 should follow on from Modules 2 to 5 and require application of general knowledge in a specific specialist context.

Admission requirements: Candidates must have completed an initial degree in education or in a disciple relevant to the school curriculum.

Assumed prior learning: Graduate level literacy, numeracy and discipline-related content knowledge and skills.

 2 years or more experience of teaching in a school or college classroom.

RPL: Module 6 cannot be RPLed.

Any other module can be RPLed on the basis of submission of a portfolio of evidence aligned to the exit level outcomes.

Teaching and learning support strategies:

Contact sessions which reflect activity-based, learner-centred, collaborative and cooperative learning (30%)

Independent study, reflection, practice and assignments based on activity-based learning materials (70%)

Appropriate technology will be integrated into contact sessions and in addition candidates will be supported by and will have access to some of the materials by mobile technology.

Assessment strategy: Overall assessment based on an integrated eportfolio of professional practice

Each module contributes three pieces of evidence derived from structured assignments to the portfolio which together demonstrate that module outcomes have been met. Teacher educators provide a reflection on each item and how it has contributed to the renewal of their practice.

Candidates can resubmit assignments after formative feedback until the summative assessment criteria and exit level outcomes have been met.

Moderation and review processes:

An assessment rubric for the portfolio as a whole and the evidence for each constituent module is developed in advance and agreed across all core programme stakeholders including NCCE

Candidates self-assess against agreed assessment criteria shared in advance

Candidates’ portfolios of evidence are assessed against agreed assessment criteria shared in advance

Candidates’ final achievement is assessed by College mentors against assessment criteria shared in advance.

10% of evidence-based assignments are moderated by a core team under the leadership of NCCE.

Criteria for appointment of assessors:

 A post-graduate qualification in education

5 or more years of experience as a classroom teacher or college educator

Progression/articulation:

Completion of modules within the programme and the programme as a whole is aligned with NCCE evolving CPD framework

International comparability:

 Aligns with emerging CPD practice in:

 RSA

 Tanzania/ACDE