

Continuous Professional Development

A visual guide to support equitable, inclusive whole school Continuous Professional Development



Introducing the Visual Guide to support equitable, inclusive whole school CPD

How the guide was made

- ❖ At an education stakeholder workshop in late 2024, participants were asked to consider what an equitable and inclusive whole school model of CPD (continuous professional development) could look like, and the steps needed to attain this for women teachers and teachers with disability.
A British Council led team used the outputs of these discussions to develop a visual guide to this.
The guide was then produced and field tested in selected schools in Musanze, Kayonza and Nyanza.

Aims of the guide

- ❖ To inform teachers, CPD co-ordinators, school leaders and sector and district education officers of key CPD processes, the conditions that need to be created for success, and ideas for actions that can be taken to promote gender equity and social inclusion (GESI) in CPD.
- ❖ To encourage schools to make positive changes to CPD activity by adopting some of these ideas, especially ones that are appropriate to their context and help meet GESI needs locally.
- ❖ To help achieve equitable, inclusive whole school CPD across the country.

How the guide is organised

The guide is laid out in three sections:

- 1. Means by which teachers learn**
- 2. Actions promoting gender equity and social inclusion in CPD**
- 3. CPD processes and what makes for successful CPD**

The first section explains the main ways in which teacher learning takes place (individual, departmental and whole school); the second suggests actions that can be taken to better integrate women teachers and teachers with disabilities into school based CPD; and the third describes CPD processes and what needs to be in place for CPD activity in schools to be successful.

Suggestions for using the guide

- The CPD Coordinator uses the guide as a discussion prompt with women teachers and/or teachers with disability to identify any CPD challenges they face and agree possible actions.
- The CPD Coordinator and the DOS or Head Teacher, go through the guide in jointly planning CPD and agree changes that can be made for CPD to be equitable and inclusive.
- District and sector education officers refer to the guide as they monitor CPD in schools.
- The guide can be used by schools along with REB's CPD Framework for Teachers (2025-2029) to support alignment with the framework's requirements for equity and inclusion.
- Other teacher education providers who use school based CPD in delivering their programme are welcome to use the Visual Guide to likewise promote equity and inclusion in their work.

1. Learning takes place at different levels in the school



Individual learning

Self-study: reading, internet searches, CPD coordinator and /or Subject Based Mentor training, one-to-one coaching and/or mentoring. This needs equitable access to materials, ICT, libraries, books and more knowledgeable peers.

Department learning

[Languages, Sciences, Humanities]
CoP, Model lesson, Demo / practical, lesson study, peer- & project-based learning - a safe space with subject colleagues / limited numbers.

Whole School learning (WSL)

Think about language of instruction, GESI, Teaching methodology and Teaching & Learning materials. WSL may make silent some WTs who are not comfortable expressing themselves in large gatherings.

2. Actions that promote Gender Equality and Social Inclusion (GESI)



Women with caring responsibilities must have access to CPD, including individual, departmental and whole school learning.

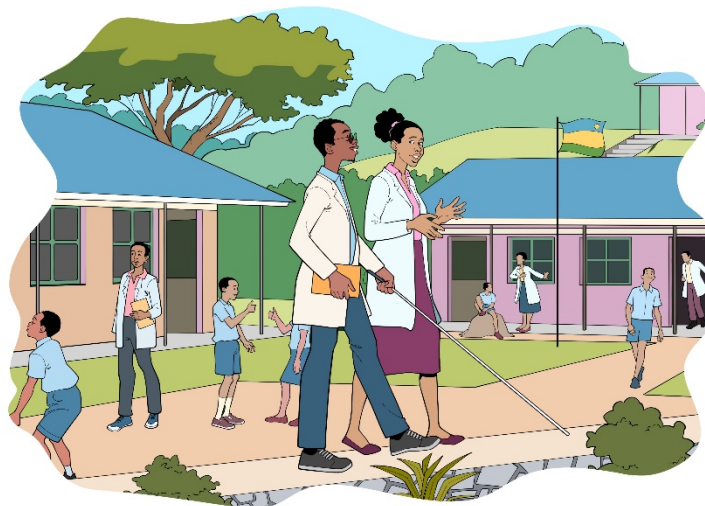
Provision of a quiet, private room at school for breastfeeding.

Awareness of some unhelpful views and attitudes to women teachers who are pregnant. who may need to visit the health clinic or who are on maternity leave.

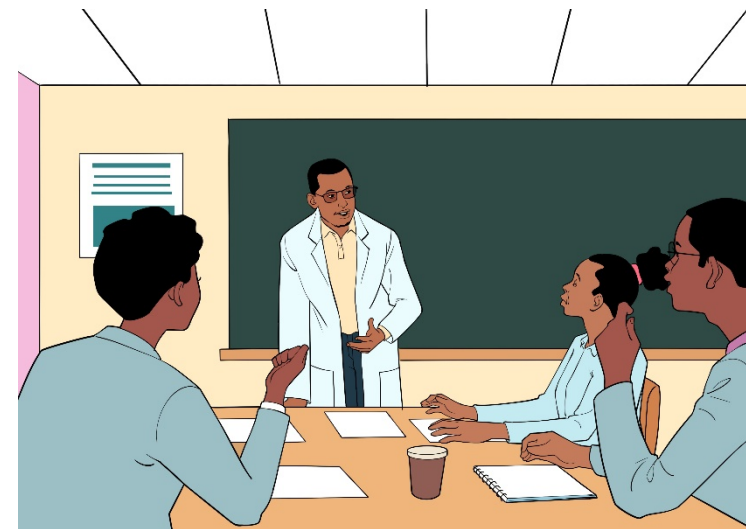
2. Actions that promote Gender Equality and Social Inclusion (GESI)



TWDs access appropriately adapted CPD resources. Guides, notetakers, sign language interpreters or readers allocated to TWDs as may be necessary.



CPD venues are accessible to TWDs at school and at training venues.



Conducive space and materials - ICT tools, flipcharts, pens etc.

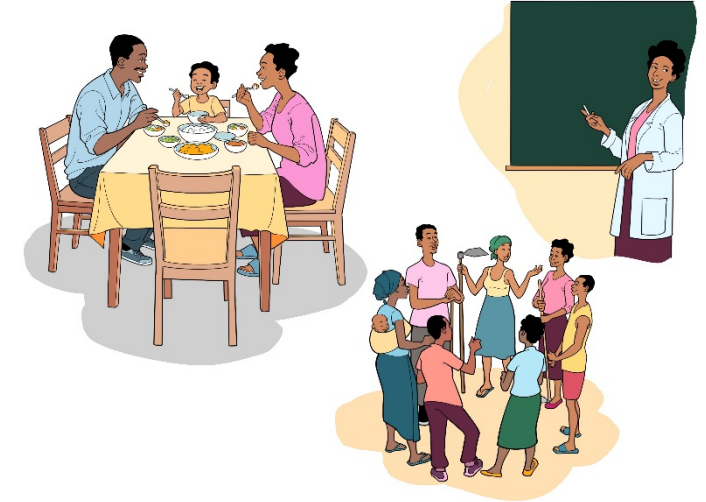
2. Actions that promote Gender Equality and Social Inclusion (GESI)



Assistive devices are available for visually impaired teachers.



All teachers are supported with self-study CPD materials. Ensure visually impaired teachers can also access this resource.

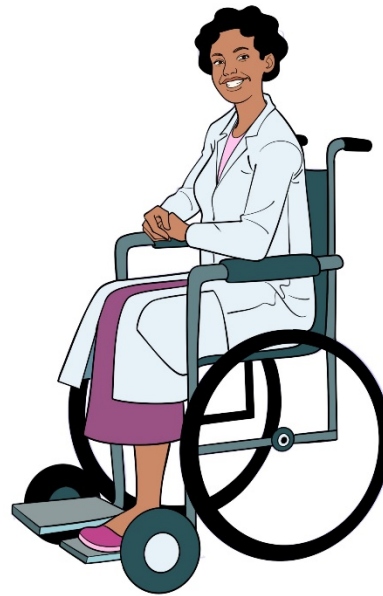


Women Teachers & Male Teachers must balance life at home, school and in the community.

2. Actions that promote Gender Equality and Social Inclusion (GESI)



WTs and TWDs have equal opportunities to take part, to speak up, be heard respectfully and have their ideas taken up. Ground rules for CPD include not minuting the discussion, giving wait time and gentle encouragement.



Women Teachers and Teachers with Disabilities are seen as role models for others.



Women Teachers & Teachers with Disabilities are given CPD facilitation and leadership roles,

3. CPD Processes and Conditions for Success

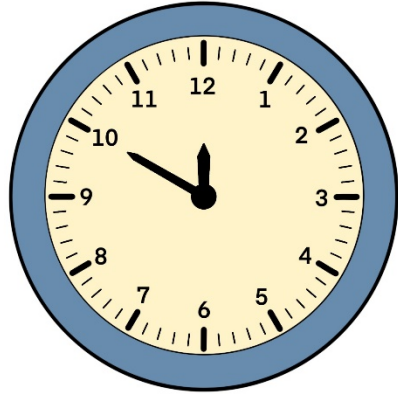


Social media platform is used for information sharing and placing recorded CPD activities for those unable to attend a session.

CPD is part of teachers' lifelong learning.

Weekly / termly / annual CPD plan, with general guidelines for schools from REB. Agreement on how to prioritise different demands for CPD content e.g., from REB, or programme funders and implementers.

3. CPD Processes and Conditions for Success



**Time needed to reach CPD goals.
Flexible timings, where possible.**

**A range of demand driven CPD
content is prepared to meet
diverse teacher needs**

**Supportive CPD environment with
aspirations towards being gender
and disability responsive &
transformative.**

3. CPD Processes and Conditions for Success



Learning from peers who have been on CPD – also called ‘knowledge spillover’

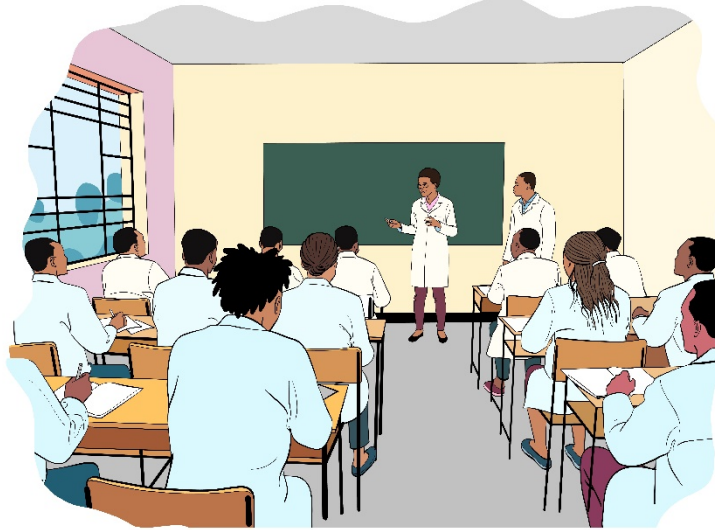
Sharing learning across schools within a sector.

All teachers attend CPD sessions, with this expectation monitored by HT, CPD Coordinators and DOS.

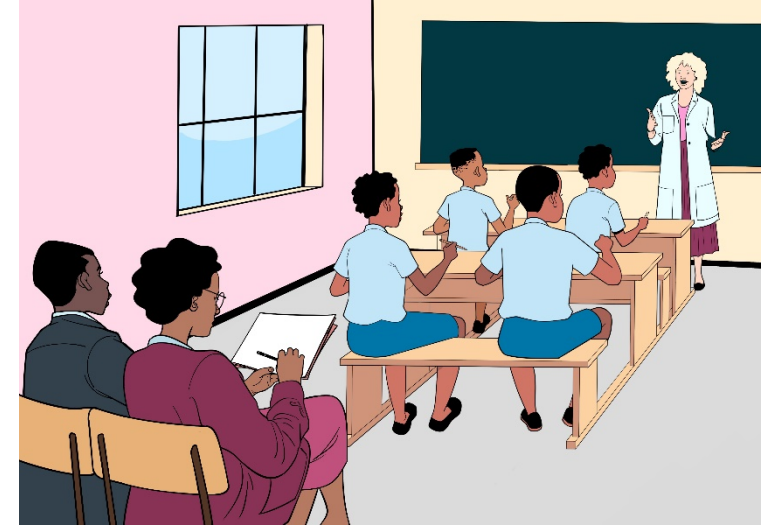
3. CPD Processes and Conditions for Success



CPD Coordinators are valued for their CPD skills, good level of English, bringing school together and being GESI champions. Their timetable reduced for preparation and supportive lesson observations.



School leaders involved in CPD (Head, DoS, SSLs, CPDC) motivate teachers, support CPDC, encourage participation, visit CPD. DOS supports & steps in for CPDC to avoid reliance on one person for CPD.



CPDC, Head, SEI, DDE/DEO trained to monitor and report tools. CPDC also trained to work with WT & TWD with a range of impairments.

3. CPD Processes and Conditions for Success



Provide incentives for teachers to take part, e.g. a certificate linked to promotion, refreshments, allowance, etc.