

Self-evaluation and continuing professional development

This handout will cover:

- What is self-evaluation?
- Questions to ask yourself
- Obtaining feedback
- What is reflective practice?
- Continuing professional development (CPD)
- Maintaining CPD
- Reading list
- Website list

What is self-evaluation?

Self-evaluation is a process of thinking about how you have performed and asking yourself questions to identify how you could improve. You should always review how effective your delivery was and identify any areas for improvement. It also includes obtaining feedback from others to inform the questioning and thought process.

Questions to ask yourself

For example after delivering a session:

Did I....?

- introduce myself and create a rapport with the learners
- state the aim and objectives of the session
- use equipment/resources/handouts etc appropriately and effectively
- act confidently and professionally
- communicate clearly (verbal and non-verbal)
- ask open questions to check knowledge
- demonstrate subject knowledge
- use a variety of teaching and learning approaches
- take into account: health and safety; equality and diversity; learning styles
- involve and include everyone during the session, checking learning had taken place
- summarise the session
- refer to the aim and objectives
- tidy the area afterwards

The answers to the questions should help identify strengths and areas for development, and lead to a personal development plan or action plan for improvements to take place.

You could consider other aspects of your teaching role whereby questions could be asked to help the self-evaluation process e.g. communicating with others.

Obtaining feedback

Obtaining feedback from others can include:

- surveys and questionnaires to learners and others involved in the teaching and learning process
- appraisals, reviews of progress and meetings with line managers and peers
- informal discussions with others

You could design a questionnaire for use with your learners for a particular reason, for example, at the end of a course or programme. A free program www.surveymonkey.com can be used to design a questionnaire and generate a weblink for learners. They can then complete it online. The program will automatically analyse the results.

What is reflective practice?

It is an analysis of your actions which should lead to an improvement in practice. It can be written down, or just thought through.

Reflective practice is a process of self-evaluation and is a good way of ensuring you are carrying out your role effectively. When evaluating your own practice, you need to consider how your own behaviour has impacted upon others and what you could do to improve.

There are many reflective practice theorists such as Schon (1983), Kolb (1984), Gibbs (1988) and Brookfield (1995) which you might like to research.

A straightforward method of reflection is to have an **e**xperience, then **d**escribe it, **a**nalyse it and **r**evise it (EDAR) Gravells (2014).

- **E**xperience – a significant event or incident you would like to change or improve
- **D**escribe – aspects such as who was involved, what happened, when it happened and where it happened
- **A**nalyse – consider the experience deeper and ask yourself how it happened and why it happened
- **R**evise – think about how you would do it differently if it happened again and then try this out if you have the opportunity

This method incorporates the WWWWW and H (who, what, when, where, why and how) approach and should help you consider ways of changing and/or improving.

As a result, you might find your own skills improving, for example giving more effective, constructive and developmental feedback to your learners. Part of reflection is about knowing what you need to change. If you are not aware of something that needs changing, you will continue as you are until something serious occurs. You may realise you need further training or support in some areas therefore partaking in relevant CPD should help.

Continuing Professional Development (CPD)

It is a process of ensuring your professional skills and knowledge are up to date, as well as those of your specialist subject and advances in new technology.

You will need to plan what CPD you need to do, carry it out, and then reflect on how it has impacted upon your role.

As a professional, you need to continually update your skills and knowledge. This knowledge relates not only to your subject specialism, but to teaching, learning and assessment methods, and relevant internal and external requirements. CPD can be formal or informal, planned well in advance or be opportunistic, but it should have a real impact upon your job role and lead to an improvement in your practice. CPD is more than just attending events; it is also using critical reflection regarding your experiences which result in an improvement in your practice.

Keeping up to date with developments in your subject area, changes in legislation, changes in qualification standards and developments with ICT will assist your knowledge and practice.

Maintaining CPD

Feedback from others, self-evaluation and your own reflections will help you realise what CPD you need to plan to undertake. There may be opportunities in-house or you could attend external events. You could shadow colleagues to observe how they teach, join professional associations, and carry out internet research regarding your specialist subject

Activities could include:

- attending events, meetings, standardisation activities and training programmes
- e-learning activities
- evaluating feedback from peers and learners

- improving skills such as language, literacy, numeracy and ICT
- membership of professional associations or committees
- observing and shadowing colleagues
- researching developments or changes to your subject and/or relevant legislation
- self-reflection
- studying for relevant qualifications
- subscribing to and reading relevant journals and websites
- visiting other organisations
- voluntary work
- work experience placements
- writing or reviewing books and articles.

Records must always be kept of any CPD undertaken to be shown to funding, awarding organisation or regulatory bodies if requested. Reflecting upon your practice, taking account of feedback from learners and others, and maintaining CPD will all contribute to you becoming a more effective practitioner.

Reading list

Gravells A (2014) *The Award in Education and Training (Revised)* London Learning Matters SAGE

Gravells A (2013) *Passing Assessments for the Award in Education and Training* London Learning Matters SAGE

Reece I & Walker S (2007) *Teaching, Training and Learning: A Practical Guide* (6th Edn) Tyne & Wear Business Education Publishers

Roffey-Barentsen J & Malthouse R (2013) *Reflective Practice in Education and training* (2nd Edn) London Learning Matters SAGE

Scales et al (2011) *Continuing Professional Development in the Lifelong Learning Sector* Maidenhead OU Press

Wood J & Dickinson J (2011) *Quality Assurance and Evaluation in the Lifelong Learning Sector* Exeter Learning Matters

Website list

Evaluation - <http://www.businessballs.com/kirkpatricklearningevaluationmodel.htm>

Reflective practice - <http://www.learningandteaching.info/learning/reflecti.htm>

Surveys & questionnaires (free program) - www.surveymonkey.com