

PGCE Secondary 2006-07

CAREER ENTRY DEVELOPMENT PROFILE

As you will be aware, the Career Entry Development Profile is an important document that you are required to complete. Unless we have a satisfactory CEDP, we are not able to award the PGCE and make a recommendation for Qualified Teacher Status.

The document is a reflective tool and it gives you the opportunity to consider the strongest aspects of your teaching. It also enables you to identify areas that you feel need further development and experience as well as offering the opportunity to consider the nature of support that you would like in your Induction Year. For the first time, it also gives you a chance to consider your longer-term career development as a teacher

The CEDP is a legal document and schools that employ you in your Induction Year have a statutory responsibility to support you. Your word-processed final copy will be attached to the 'glossy' official version that Course Leaders will circulate to you.

The completion of the document should be relatively straightforward, especially if you have managed the Review Process and the Profile of Professional Development in an effective manner. Much of what you have done this year has related to identifying strengths/achievements and areas for further development/targets. This approach fits very comfortably into the CEPD process.

The following is meant as guidance on what you can/should include. The factual details about your course will be completed for you. You may wish to add information which you see as relevant, at the end of this section, under the heading 'Other information about the teacher training programme' – for example, specific experiences that you consider significant - but this is optional.

The information which you write in the Profile is in response to four key questions relating to your course and professional development:

- What has been interesting and rewarding?
- What have been your main strengths and achievements?
- What future, further experience and support do you need?
- What are your longer term career aspirations and goals?

Guidance on the four questions is generally clear. Particularly in respect of questions 2 and 3, **we would encourage you to include statements under each area of the Standards. A short section under each would be acceptable.** Remember that you are seeking to set a development agenda that forms a training requirement for you in your future career.

The use of bullet points is appropriate, as is continuous prose. Avoid writing too much: your NQT mentor will not want to read your life story!

You **MUST** word process; we also ask you to cross-reference your statements to the standards. For example:

- I have been successful in providing effective learning environment though good classroom management. I achieved this through careful planning and appropriately pitched lessons, using a range of resources and activities in sessions (3.3.3/3.1.3)
- I need to develop further the ability to produce learning activities that meet the needs of more able pupils, particularly at Key Stage 3 (3.2.)

The guidance suggests that, in preparation, you note down where the evidence to support your statements might be found. You should already have been following this process within your Profile of Professional Development and therefore your evidence base should already be known to you.

One word of warning: be very careful about the wording of your response to the third question. By the time you finalise your CEDP, you will be at the end of the course and you will have produced evidence (in your PPD/Standards log) that you have achieved ALL the QTS Standards – otherwise, we would not be able to recommend you for QTS. Consider, therefore, the message given by the following:

Avoid – I have not had any experience of organising a school visit...

Better – I understand the theory and legal requirements of organising school visits, and I would now appreciate the opportunity to shadow an experienced member of staff in such a task, before undertaking it alone.

Similarly, be careful not to give your NQT mentor carte blanche to load you with work:

Avoid – I need more practice in assessing GCSE exams.

Better – I would like further, guided, confidence-building experience of assessment at GCSE, and would like to co-mark with an experienced teacher, to begin with.

The key thing to remember, as already stated, is that this document is important in setting your agenda as a beginning teacher. A cursory completion of the document will not help you in ‘putting down markers’ as to **what you feel will help you** as you proceed, whilst not making excessive and unrealistic demands on your school. A full and carefully completed CEDP not only allows you to demonstrate that you are already operating as a reflective practitioner

CEDP advice

but that you are also very clear about the next stage of your professional development and advancement.

Bernie Kerfoot
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