

Revisiting the Continuing Professional Development of English Language Teachers

Revisitando el Desarrollo Continuo del Profesional de los Profesores de Inglés

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RESUMEN (es)

El artículo se centra en la visión de los profesores de inglés sobre su plan de desarrollo profesional continuo, empujando los resultados de una encuesta aplicada a 56 entrenados cubanos y 15 ecuatorianos que formaron parte del estudio. El principal objetivo es reflexionar sobre la experiencia de la preparación de los profesores en los contextos cubano y ecuatoriano, a través de la identificación de lo que los profesores consideran forma parte de su plan de desarrollo profesional continuo, tomando como base sus necesidades e intereses. Los resultados principales muestran que la mayoría de los profesores piensan en incorporarse a las actividades de desarrollo continuo después de haber sido cuestionados sobre su asistencia a este tipo de sesiones.

Palabras clave: desarrollo profesional continuo; preparación de profesores

ABSTRACT (en)

This article addresses the insights of English Language Teachers about their Continuing Professional Development plan, using the results of a survey applied to 56 CPD trainees in Cuba and 15 CPD trainees in Ecuador who have taking part in the study. The main aim is reflecting upon the experience of teacher training in the Cuban and Ecuadorian context through the identification of what teachers believe their CPD Plan may cover according to their needs and interests. The main findings show that most teachers think about incorporating diverse CPD activities after they are enquired about the attendance to these types of sessions.

Keywords: continuing professional development; teacher training

INTRODUCTION

Continuing professional development (CPD) is widely recognized as an ongoing process through which teachers expand their professional knowledge, refine their pedagogical practices, and respond to changing educational demands throughout their careers. Teacher professional development is not limited to formal training activities but involves continuous learning, reflection, collaboration, and engagement with professional contexts (Avalos, 2011; Day, 1999). In the field of language teaching, professional development also involves teachers' capacity to examine their own practices, construct professional knowledge, and participate in reflective and collaborative learning processes (Mann, 2005).

Within Cuban higher education, postgraduate education constitutes an important mechanism for the permanent professional development of university graduates. The national postgraduate education regulations recognize professional upgrading and academic postgraduate education as mechanisms for systematic updating, professional improvement, research, and innovation (Ministerio de Educación Superior de Cuba, 2019). In this context, courses, training programs, seminars, workshops, master's programs, and doctoral education constitute relevant opportunities for continuing professional development. English language teachers have also participated in professional learning initiatives promoted by universities, professional organizations, and international institutions such as the British Council.

Research on teacher professional development has identified several characteristics associated with meaningful professional learning. Effective CPD tends to be sustained over time, connected to teachers' professional contexts, focused on relevant content, and supported by opportunities for active learning, collaboration, reflection, and feedback (Darling-Hammond et al., 2017; Desimone, 2009). Furthermore, professional development is more likely to influence classroom practice when teachers understand how new knowledge can be incorporated into their existing instructional routines and when programs provide meaningful opportunities to enact and evaluate new approaches to teaching (Kennedy, 2016).

This article focuses on CPD in Cuba with an emphasis on programs developed in the province of Cienfuegos. The scope, however, takes as a sample the participants in various courses in which the authors have been trainers/CPD deliverers. The main aim is reflecting upon the experience of teacher training in the Cuban and Ecuadorian contexts through the identification of what teachers believe their CPD Plan may cover according to their needs and interests.

METHODS

This study employed a descriptive comparative survey design to explore English language teachers' previous participation in CPD activities and their intentions for future professional development in Cuba and Ecuador. Data were collected through a structured questionnaire comprising 22 CPD activities and were analyzed using frequencies and percentages.

This survey intended to help the researcher identify where the participants think they are in terms of CPD development and where they plan to be in a short or a long

term. The sample participating in the study were 56 Cuban teachers of English in Cienfuegos province, Cuba and 15 teachers from Ecuador in 2024. The findings provide exploratory evidence regarding the CPD preferences of the participating teachers and should not be interpreted as representative of all English language teachers in Cuba or Ecuador.

The main items participants had to identify to create their own CPD Plan included the activities they had attended or would like to attend in a short-term or long-term period of time.

These 22 activities are:

- a) ☐ Bachelor of Language Teaching
- b) ☐ Masters of Education/ELT
- c) ☐ other Master's Degree/More than one Master's Degree
- d) ☐ Doctorate of Education/ELT (PhD)
- e) ☐ Online teacher forum
- f) ☐ Face-to-face training courses
- g) ☐ Online teacher-training courses
- h) ☐ Attending a Conference
- i) ☐ Presenting at a Conference
- j) ☐ Joining a teacher's club
- k) ☐ Seminars
- l) ☐ Attending a Workshop
- m) ☐ Reading
- n) ☐ Self-reflection sessions on your teaching
- o) ☐ Group reflection sessions about language teaching
- p) ☐ Action research
- q) ☐ Peer-observation
- r) ☐ Observation by head teacher
- s) ☐ Watching teaching videos
- t) ☐ Recording your class and watching that video later
- u) ☐ Taking a CPD training certification
- v) ☐ Others, which one/s _____

RESULTS AND DISCUSSION

The findings of the study include an analysis of the teachers CPD Plan elaborated after completing the survey applied. For the first 11 items, the results described below correspond to the Cuban teachers surveyed:

Table 1.
Results from items a. to k. about the CPD Plan of English Language Teachers in Cuba

Item	CPD activity teachers have attended to.	CPD activity teachers would like attend in the future.
a.	30	26
b.	18	38
c.	7	7
d.	0	12

e.	3	7
f.	49	56
g.	28	56
h.	30	46
i.	12	34
j.	5	42
k.	25	54

Source: Own elaboration

The results in Table 1 show that 53.5 % of the sample already has a Bachelor of Language Teaching obtained in a Cuban university, while the other 26 teachers would like to obtain their degree in the coming future, representing the other 46.5%. As for holding a Master's Degree, only 60% of the teachers who already hold a Bachelor degree has already obtained a Masters of Education or ELT, while the other 12 graduated teachers and the 26 who do not hold a bachelor degree yet added they would like to obtain a Master's degree in the recent future. That is, 67.8% of the sample agreed they would like to hold a masters degree in Education or ELT in the next 6 years.

The third item, on the other hand, was only considered by few teachers. Seven participants in the survey added that they already had a second master's degree, while a similar number of teachers expressed their willingness to take a second master's degree program. None of the participants hold a doctorate of Education or ELT at present; however, 12 teachers would like to conduct doctorate research in the future, which represents 21.4% of the sample surveyed. Despite the online experience teachers were forced to have after covid 19, only 3 of them added they have participated in online teacher forum, while 7 expressed they would really like to participate in this kind of activity in the future. What is interesting considering in this item is the fact that 2 of the teachers who had already participated in this type of forum did add they would like to continue participating in the future. That is, only 5 teachers of the ones who have not participated in an online teacher forum expressed they would like to, which represents only 8.9% of the sample surveyed. This indicated that this type of CPD activity is not popular among English language teachers in Cienfuegos.

Face-to-face training showed a higher level of previous participation than online teacher-training courses, with 49 teachers reporting previous participation in face-to-face activities compared with 28 in online training. However, all 56 participants expressed interest in participating in both modalities in the future.

As for online teacher-training courses, 28 teachers stated that they had already taken this type of CPD, while the total number of participants stated they would like to be part of online training sessions in a short- or long-term period of time. Furthermore, 53.5% of the surveyed teachers agreed on having attended a conference, while only 21.4% had presented papers at this type of event. The number of teachers who would like to participate in conferences is greater, however than the number of teachers who would like to present papers, which is somehow derived from the lack of confidence to present research results, as some of them stated.

Only 5 teachers of the total surveyed agreed on joining a teacher's club, while 42 of them expressed they would like to join this type of CPD activity in the recent future. The answers to the last of the items of the row, indicate that 25 teachers had already taken part in seminars, while 54 expressed their willingness to participate in this type of activity in the future, representing the 96.4% of the sample surveyed.

The results of the second row of items evaluated are presented in Table 2.

Table 2.
Results from items l. to v. about the CPD Plan of English Language Teachers in Cuba

Item	CPD activity teachers have attended to.	CPD activity teachers would like attend in the future.
<i>l.</i>	42	52
<i>m.</i>	32	41
<i>n.</i>	4	24
<i>o.</i>	21	47
<i>p.</i>	3	7
<i>q.</i>	7	19
<i>r.</i>	44	23
<i>s.</i>	56	56
<i>t.</i>	24	47
<i>u.</i>	3	10
<i>v.</i>	0	2

Source: Own elaboration

This second part of the survey included the experience of teachers attending a workshop, which was answered positively by 42 participants, which represent the 75% of the sample surveyed. As for the willingness to attend workshops in the future, 52 out of the 56 participants agreed on the idea that they would really like to attend this type of CPD activities; which allow them to exchange ideas and opinions about their teaching and reflect on the new tendencies for language teaching.

Reading is a type of activity most teachers find useful. However, only 57% of the sample agreed they had developed reading as part of their preparation and CPD. A greater number, 73% stated that they would like to read more in the future, especially methodology and teaching-related materials that help them improve their teaching.

Self-reflection sessions on their teaching was identified by only 4 teachers as part of their CPD Plan; that is, only 7% of the sample saw in this type of activity a good method to reflect and change their teaching practice. 42.8%, however, considered that self-reflection is a way to improve and adjust to the students needs, based on practical experience, which made them think of this as a CPD activity they would like to take in the future.

Also, reflection in groups of peers provides the exchange of new ideas, experiences and best practices. In this sense, group reflection sessions about language teaching have been attended by 21 teachers of the ones surveyed, representing 37,5%

of the sample; while 47 teachers expressed interest in participating in group reflection sessions in the future, representing 83.9% of the Cuban sample.

Reflective and collaborative practices constitute important forms of professional development for language teachers. Activities such as self-monitoring, peer observation, professional support groups, reflective journals, peer coaching, and action research allow teachers to examine classroom experiences systematically and use evidence from their own practice as a basis for professional learning (Mann, 2005; Richards & Farrell, 2005). From this perspective, reflection should not be understood as an isolated activity but as a process that can be strengthened through interaction, observation, feedback, and collaboration with other teachers.

Conducting research is not among the CPD activities teachers develop regularly. Only 3 teachers out of 56 stated they had developed action research to provide pedagogical solutions to problems they may encounter in the classroom. This is, however, a point that not so many teachers refer they would like to do, despite the importance this may have for improving their teaching practice based on science and innovation.

Peer observation is widely recognized as a professional development strategy that enables teachers to examine classroom practices, exchange feedback, and reflect collaboratively on teaching (Richards & Farrell, 2005). Only 12.5% of the teachers surveyed stated they had already observed some of their peer teachers' lessons to reflect together on what they do similarly or differently. Some of the participants stated they do not feel comfortable when their practice is being observed by other teachers, and that is the reason why only 33% of the sample showed their willingness to be observed by peers in the future.

Nonetheless, when they were asked about observation by head teachers as part of the CPD plan, 78% agreed on the fact that head teachers are well prepared people who can make great contributions to their teaching practice, but they do not see this type of activity as a CPD task. Only 23 teachers were willing to have head teachers observe what they do in order to improve their teaching practice. They see this as a control task rather than an activity that can contribute to their CPD.

With the increasing integration of technology into education, digitally mediated professional development has expanded teachers' opportunities to access resources, observe teaching practices, participate in online communities, and strengthen their technological competencies. Engagement in CPD can also contribute to teachers' adoption and pedagogical use of information and communication technologies, particularly when training responds to their professional needs and classroom contexts (Alivi et al., 2024; Zimmer & Matthews, 2022). In the present study, all Cuban participants reported having watched teaching videos as part of their professional learning and expressed an interest in continuing to use this resource.

Whether taking teaching certification might be common around the world, certifying the teaching skills with an international certification is not that common in the context in which the study was conducted. That might be the reason why only 3 teachers said they have taken certification as part of their CPD, while another 10 teachers indicated that they would like to pursue a CPD-related certification in the future.

As for the teachers surveyed in Ecuador, the findings of the study are described in Tables 3 and 4.

Table 3.
Results from items a. to k. about the CPD Plan of English Language Teachers in Ecuador

Item	CPD activity teachers have attended to.	CPD activity teachers would like attend in the future.
a.	15	3
b.	4	9
c.	3	5
d.	0	4
e.	15	15
f.	15	15
g.	15	15
h.	10	14
i.	3	7
j.	10	12
k.	15	15

Source: Own elaboration

As stated above, Table 3 shows the results of the survey applied to the 15 teachers from Ecuador. In this sense, 100% of the sample already has a bachelor of Education or Bachelor of Arts; however, 20% of the sample expressed their willingness in studying another bachelor. As for holding a Master's program, 4 teachers already have this academic degree and 9 expect to attend masters programs in the recent future.

Twenty (20) percent of the sample stated that they already hold more than one masters course while 33 % stated they would like to take a different masters degree. Besides, none of the teachers surveyed hold a doctorate, and 26% expressed they would like to hold a PhD degree in the recent future.

The total number of the sample stated they have participated in online teacher forum and they all expressed they would like to develop this CPD activity in the future. As well, 100% of the teachers surveyed stated they have attended and would like to attend face-to-face training courses, because they offer possibilities for the exchange of ideas, best practices and experiences. This is reinforced with an active participation in conferences. Thus, 66% of the teachers surveyed stated they have participated in conferences, although only 20% of these teachers have actually presented papers or posters in these conferences.

Most of the teachers (10) answered they have taken part in teacher's clubs, and 80% considered attending these clubs in the future would help them reflect upon their daily practice. Item k rereferred to attending seminars, to which the total number of the sample stated they have attended this type of CPD activities, and would like to attend seminars in the recent future.

Table 4.
Results from items l. to v. about the CPD Plan of English Language Teachers in Ecuador

Item	CPD activity teachers have attended to.	CPD activity teachers would like attend in the future.
<i>l.</i>	7	12
<i>m.</i>	8	10
<i>n.</i>	12	15
<i>o.</i>	10	15
<i>p.</i>	3	7
<i>q.</i>	4	7
<i>r.</i>	6	8
<i>s.</i>	10	12
<i>t.</i>	3	8
<i>u.</i>	10	12
<i>v.</i>	0	0

Source: Own elaboration

Another of the CPD activities that may help teachers reflect upon their practice are workshops. In this sense, 46% of the sample stated that they had attended workshops about language teaching, while 80% agreed on the fact that they would like to attend this CPD activity in the future. However, despite the fact that reading is an activity that may be conducted autonomously, only 53% of the sample stated they regularly read didactic material that help them improve their teaching practice or expressed they would like to read literature about language teaching.

As for developing sessions for self-reflecting on their teaching practice, 12 surveyed teachers referred that they use this type of activity regularly, while the total number of participants stated they would like to self-reflect about their own progress in language teaching. These reflections are also developed in groups, in which a similar number of the sample agreed on the fact that this CPD activity helps them reflect on what other teachers do and what they can incorporate to their daily teaching routines.

Action research is not very popular among the language teachers surveyed in Ecuador. Thus, only 20% of the teachers participating in the survey stated they had conducted action research to improve their teaching practice, while only a 46% referred they would like to conduct this type of research. Item q referred to the development of peer observation, which is a type of CPD activity that not many teachers do. Only 4 of the surveyed teachers added that they have been observed or had observed other teachers as a part of a CPD task, and 7 stated they would like to conduct peer observation in the future as part of their daily teaching routine.

Observations can also be conducted by head teachers, although participants consider they feel more controlled than observed in this type of activity. 53% of the sample agreed this is a type of activity they would like to have in the recent future. Watching teaching videos is recognized to be a great CPD activity by the 10 teachers in Ecuador, while 12 considered they would like to use this activity as a means to improve their teaching. As for recording their class and watching that video later, only 20% of the

sample stated they have actually done this in the past, while 53% agreed they would like to start doing such a CPD activity in the recent future.

Finally, Taking a CPD training certification is highly recognized to be a great CPD activity in Ecuador, a context where teachers certify their skills taking international examinations like the Teaching Knowledge Test, First Certificate and other Cambridge Certifications that help them improve their teaching practice.

Continuing Professional Development, according to Hayes (2014), is a multi-faceted lifelong experience, which can take place inside or outside the workplace and which often moves beyond the professional and into the realm of a teacher's personal life too. CPD is critical in providing teachers with the means to cope with the increasing demands placed upon them by external forces while maintaining their individual capacity to take control of their own learning and to transform their educational practice.

Teacher professional learning should also be understood as a complex process influenced by the interaction among individual teachers, the professional learning activities in which they participate, and the educational contexts in which they work. Consequently, the same CPD activity may produce different learning experiences depending on teachers' previous knowledge, professional orientations, institutional environments, and opportunities to apply what they learn (Opfer & Pedder, 2011).

CPD is essential to improve the quality of teaching and learning in schools worldwide since it responds to different needs and reasons and is developed at different stages of a teacher professional career. As teachers continue to take CPD activities, courses and/or actions, their CPD needs and interests vary. In my opinion, CPD is continuously moving from one phase to another as times passes by and teachers acknowledge its importance.

Participation in professional development does not automatically guarantee changes in classroom practice. Sustainable teacher change develops through a process in which teachers engage with new practices, examine their implementation, and evaluate their consequences for teaching and learning. Evidence of positive outcomes can subsequently influence teachers' professional beliefs and attitudes toward change (Guskey, 2002). Therefore, CPD plans should provide opportunities not only to acquire new knowledge but also to apply, reflect on, and evaluate professional learning in authentic teaching contexts.

As recalled by Floris (2021) CPD is a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organization and their pupils. CPD is an autonomous activity, but the most effective CPD takes place through collaboration and sharing of learning and experiences.

Technology-mediated professional development has also created new opportunities for teachers to develop digital competencies. Virtual coaching, for example, can provide structured professional support for teachers while helping them strengthen their capacity to integrate digital learning into their instructional practices (Zimmer & Matthews, 2022). Other innovative approaches, including gamified professional learning

environments, can promote pedagogical sharing, interaction, and the exchange of professional experiences among teachers (Greaves & Vlachopoulos, 2023).

Professional development frameworks provide teachers with structured opportunities to identify their current competencies, recognize areas for improvement, and establish priorities for future professional learning. The British Council's Continuing Professional Development Framework for Teachers is designed as a tool that teachers can use throughout their careers to reflect on professional practices and plan their development according to individual needs and teaching contexts (British Council, n.d.). Such frameworks reinforce the view of professional development as a continuous journey rather than a fixed sequence of training activities.

Moreover, the frameworks for English language teacher's CPD take into account their individual needs; that is, where teachers are at a given point, and where they should move to in the future as they develop professional competencies. In my experience as a CPD provider, any individual, even an experienced teacher, is good at some things and less effective at others, so the CPD frameworks provide tools to support constant teacher development. More dialogic and interactive CPD options should promote active participation and position teachers as agents of their own professional learning rather than as passive recipients of externally determined knowledge. From a sociocultural perspective, professional learning emerges through participation, interaction, reflection, and the negotiation of meaning within teachers' professional contexts (Abakah, 2023).

For the British Council (BC) CPD projects, critical self-reflection helps to create a stronger sense of self-awareness and accountability. Thus, the hereinafter principles and beliefs about teaching and learning are usually present in BC CPD activities:

1. English is best acquired through communication, and students should be given as much opportunity to use it in the classroom as possible.
2. Collaboration through task-based group and pair work has a very positive effect on learning.
3. Teachers and students become motivated and develop a positive attitude to learning when it is engaging and fun and relates directly to their needs and context.
4. Change can only be achieved if teachers are encouraged to reflect on their current teaching practice and their personal beliefs about teaching.
5. Through experiential teacher education and development activities such as peer teaching and lesson planning, teachers can practice and develop their teaching skills and knowledge more effectively.
6. Teacher education and development programs should provide a mix of teaching skills and subject matter knowledge.
7. The relationship between the teacher and student or the teacher and trainer is fundamentally important and should be based on mutual respect and understanding. (Hayes, 2014)

In a study conducted in 2017 by Priajana, this author summarized different types of CPD activities for English language teachers. This study was aimed at exploring how the English-as-a-Foreign-Language (EFL) teachers developed professionally, particularly in terms of pedagogical and professional competencies.

As summarized by Priajana (2017), in the context of English Language Teaching (ELT), there are effective approaches to teacher's involvement in professional development. Some of the programs to attain this purpose are seminars, pre-service teacher programs, teacher-training courses, workshops, and other similar activities. Additionally, attending and presenting at a conference, joining a teachers' club, peer-observation, watching teaching videos, and recording your class and watching that video, may be other forms of CPD activities.

The COVID-19 pandemic accelerated the expansion of online and technology-mediated forms of professional development and demonstrated the importance of flexible CPD opportunities that are not restricted to face-to-face delivery. Online courses, professional forums, webinars, digital resources, and other forms of technology-supported professional learning can broaden teachers' access to development opportunities and contribute to the development of digital competencies when they are aligned with teachers' professional needs (Alivi et al., 2024; Floris, 2021; Chilaliza-Casco & Moposita-Tito, 2024). Therefore, contemporary CPD planning should consider both face-to-face and online opportunities rather than treating them as mutually exclusive alternatives.

Many effective strategies and activities such as reflective inquiry, individual and collaborative teacher professional development programs can be implemented to upgrade teachers' performance and competencies (Priajana, 2017). In some contexts, there are Policies to CPD that make these activities institutional. Thus, many universities provide EFL teachers with academic masters or doctorate programs as part of institutional CPD policies.

International evidence also shows that teachers participate in diverse forms of professional development throughout their careers and that their professional learning needs vary according to experience, educational context, subject area, and emerging pedagogical demands. Large-scale evidence from the Teaching and Learning International Survey highlights the importance of providing teachers with continuous opportunities to update their knowledge and skills and to participate in professional learning that responds to their identified needs (OECD, 2019).

Prince and Barrett (2014) state that a series of CPD workshops is used with master trainers and teacher educators in India to help them appreciate the value of CPD, to become a role model and a "CPD Champion" for the teachers they train; an experience that is worth to be shared worldwide. The key factor to CPD activities, whether institutional or non-institutional is the interest of the EFL teacher to go further on its own professional development. That is, the willingness to attend CPD activities and their motivation to learn new things.

CPD attendees need to feel CPD is meaningful to them. Thus, getting to know their expectations with the activities CPD officers plan to develop is essential to effective sessions. The hierarchy of needs defined by Maslow in the mid-1950s help attendees keep motivation towards learning. Without the bottom layer of hierarchy met, CPD attendees cannot reach the next level. Each level, once met, allows them the ability and motivation to learn. That is, with the proper support, each participant can move up in the hierarchy.

An effective CPD plan should be responsive to teachers' professional needs, career stages, instructional contexts, and opportunities for applying new learning. Professional development is more meaningful when teachers perceive its relevance to the problems they encounter in practice and when it offers sustained opportunities for active learning, collaboration, reflection, feedback, and classroom implementation (Darling-Hammond et al., 2017; Desimone, 2009). Furthermore, professional learning should be considered part of teachers' continuing career development, since professional knowledge and development needs evolve as teachers gain experience and respond to new educational challenges (Day, 1999).

For this reason, the construction of a CPD plan should involve teachers directly in identifying their previous professional experiences, current needs, and future development priorities. The findings of the present study support this perspective because participants in Cuba and Ecuador reported different levels of previous involvement and different expectations regarding formal qualifications, courses, conferences, reflective activities, observation, research, technology-mediated learning, and professional certification. CPD planning should therefore remain flexible and responsive to individual and contextual differences rather than relying on a single predetermined pathway.

CONCLUSIONS

The findings of this study indicate that continuing professional development is perceived by the participating English language teachers as an ongoing component of their professional careers. Teachers in both contexts reported previous participation in a wide range of CPD activities while also identifying opportunities they would like to pursue in the future. Cuban participants demonstrated substantial previous participation in face-to-face training and teaching videos and expressed strong future interest in both face-to-face and online courses, seminars, workshops, conferences, and collaborative professional activities. Ecuadorian participants also showed considerable interest in formal, collaborative, reflective, and technology-mediated forms of professional development.

These findings reinforce the importance of designing CPD opportunities that respond to teachers' professional needs rather than assuming that the same development pathway is appropriate for all educators. Professional development is most meaningful when teachers actively participate in identifying their learning priorities and when opportunities for formal learning are complemented by reflection, collaboration, observation, inquiry, and technology-supported professional learning (Avalos, 2011; Richards & Farrell, 2005).

The findings should nevertheless be interpreted within the limitations of the study. The sample included 56 teachers from Cuba and 15 from Ecuador and was selected from teachers who had previously participated in CPD activities involving the institutions associated with the study. Consequently, the findings should not be generalized to all English language teachers in either country. Future studies should include larger and more balanced samples and explore the extent to which participation in different CPD activities results in observable changes in classroom practice and professional competencies.

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