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Roles and Responsibilities: The PDC; CHAPTER 3 Privatization, Priorities and Professional Development; Determining Priorities; Negotiating in the INSET Marketplace; Evaluating Providers; LEA Advisory, Inspection and Support Services; Higher Education; Independent Agencies and Consultancies; Schools as Providers and Facilitators; Using a Range of Providers; Managing the Information; Schools Managing the Market; CHAPTER 4 'Measuring' the Impact of INSET; Developing a Planned Approach; Monitoring the Process of Development
Evaluating for Effectiveness
Achieving Value for Money; Gaining Credit for Achievement; Teaching, Learning and Institutional Improvement; CHAPTER 5 Meeting Challenges, Making Responses; A Polarization of Perceptions; The INSET Legacy; Perceptions of Professional Practice; Professionalism and Development 'On the Job'; Careers, Promotion and CPD; Different Departments, Different Perceptions?; Different Roles, Different Perceptions?; Different Gender, Different Perceptions?; Institutional Costs and Benefits; Gains and Losses for Secondary Schools; Gains and Losses for Primary Schools
Evaluating Institutional Gains
Coherent Planning and Decision-making; Improved Staff Skills; Improved Monitoring; Improved Motivation and Teamwork; An Improved Teaching and Learning Focus; A 'Questioning Culture'; Improved Needs Identification; Appraisal as Professional Development; Evaluating Institutional Costs; Time; Funding; Disruption to Routines; 'Cumbersome Bureaucracy' and 'System Strain'; Inadequate Monitoring and Evaluation; 'Wasted Investments' and 'Lost Opportunities'; Cynicism and Resentment; Moving Towards Integrated Practice
CHAPTER 6 Professional Development in Practice: Three Case Studies

Sommario/riassunto

This work evaluates and attempts to produce a model for effective professional development. It contrasts the work in Britain with that in other countries, with case studies and exercises to illustrate points, highlighting good practice.
