

NE209 Curriculum design for secondary school science

Effective online CPD and reflection grid example

This quick guide provides you with some practical advice for learning online, to get the most out of this online course for your professional development.

1. Set clear development goals

At the start of the course you should think about your current practice and where you may wish to develop. Set a clear and achievable development goal, both **for yourself**, and if you are working as a group, **for your team or department**.

2. Allocate some time each week

Our online courses can be taken **flexibly** around your work and at **your own pace**. Many activities can be completed in short periods of time, using a mobile device. However, it is worth allocating an hour or so of **dedicated study time** each week. This will give you the chance to focus your thinking, engage with other learners and pause to reflect on your practice.

3. Work with colleagues online and offline

Throughout the course there are many opportunities to **share practice** and **challenge ideas** with other learners. Learning with your colleagues both online and offline will help you discuss the relevance of new ideas to **your own context**, support your reflective practice and help you adopt a team or department approach to teaching and learning. You can use the **follow** functionality when taking the course together to keep track of each other's comments.

4. Contribute to the course

By writing comments and contributing to discussions, you will think more deeply about the ideas and opportunities for your practice. Throughout, we encourage you to **try out new approaches** and to report back on your successes and ideas for improvement. Each time you post, consider how you can: offer **your understanding**; pose **questions** to the group; **respond** to others' contributions; provide **support**; share **your experiences**.

5. Keep a record of your learning

Use the self-audit tasks, comments in discussions and weekly reflection grids (example below) as a record of your learning. These will be useful for reference in performance reviews and for setting new development goals in the future.

Reflection grid example

<p>Successes</p> <p><i>I met with a member of the maths department this week and shared some of the inconsistencies in terminology between the two departments. We've agreed to look at this together over the next term.</i></p>	<p>Problems</p> <p><i>We need to take a look at the types of practical work we do.</i></p>
<p>Eureka moments</p> <p><i>Need to give students opportunities to develop and practice their practical skills - backwards planning!</i></p>	<p>Questions</p> <p><i>It's not easy to decide what to put in the scheme of learning, and what to leave out. How do I provide enough support, without making the document unmanageable?</i></p>

Changes I have made this week to my teaching practice

I've started thinking about what misconceptions students might have based upon the course links.

Aspects of the course I have discussed with colleagues this week

Language/terminology differences between science and maths.

You can [download a blank copy of the reflection grid](#) to complete each week.