



Professional Development Plan WORKBOOK

Walks you through the process of creating and implementing your own personalized PDP or career plan.

I can't wait for you to use your new printable pack. For more fun ideas on how you can easily practice as early years practitioners or as a family, you can catch up with little things on Facebook, Instagram, Pinterest, and over on the blog. So happy to have you as a member of this "www.shamimasworkshop.com" and can't wait to hear how you use this pack with your family!

Happy noticing!



Shamima Fowzee

Shamima's Workshop | ECE

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Creating a Professional Development Plan for Early Years Teacher
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YOUR PROFESSIONAL DEVELOPMENT JOURNEY BEGINS HERE



This toolkit has been designed to guide ECE practitioners in every step of their professional development as they journey towards becoming highly skilled professionals.

By using these tools, you will be able to design a development plan, identify professional needs, and implement a plan that is both purposeful and meaningful for you.

Let's get started!

What is Professional development plan?

A professional development plan (PDP) is a set of doable actions that you can do to advance your career. Whether it's obtaining a new certification or connecting with a mentor who can provide guidance, a professional development plan can help you get precise insight into how to achieve your career goals.

It requires strategy and time to create a PDP. But creating and carrying out a PDP can keep you on the right path to success by assisting you in identifying and developing the professional abilities required to meet your objectives. It's a crucial procedure that empowers you to realize your full potential, accomplish your objectives, and take leadership of your career advancement.

Put simply, a professional development plan is a document that lays out a roadmap for your career. It identifies short-term and long term goals that will empower you to manage and advance your career. It allows you to create a personal action in which you outline the steps required to achieve these goals.

What does a career development plan typically include?

A Professional Development Plan (PDP) enables you to identify key areas of learning and development activity that will enable them to either acquire new or develop existing skills and behavioural attributes for the following purposes:

- enhance performance in your current role, such as where you are now and where you want to go in your career.
- address anticipated changes in your current role, a list of the barriers you must overcome to achieve your end goal.
- address career aspirations towards a future role, such as a realistic plan of how you will overcome these obstacles.

Updating your professional development plan (PDP) upon reaching significant milestones can help it serve as a constant point of reference or benchmark. Updating your PDP on a regular basis enables you to establish new objectives that advance your career and personal development. It is now appropriate to begin considering your future goals.

How to create a professional development plan

Follow these Six steps to create a simple, thorough professional development plan:

STEP 1: Assess your current situation:

STEP 2: Identify specific goals:

STEP 3: Decide on a strategy:

STEP 4: Source of support/ resource

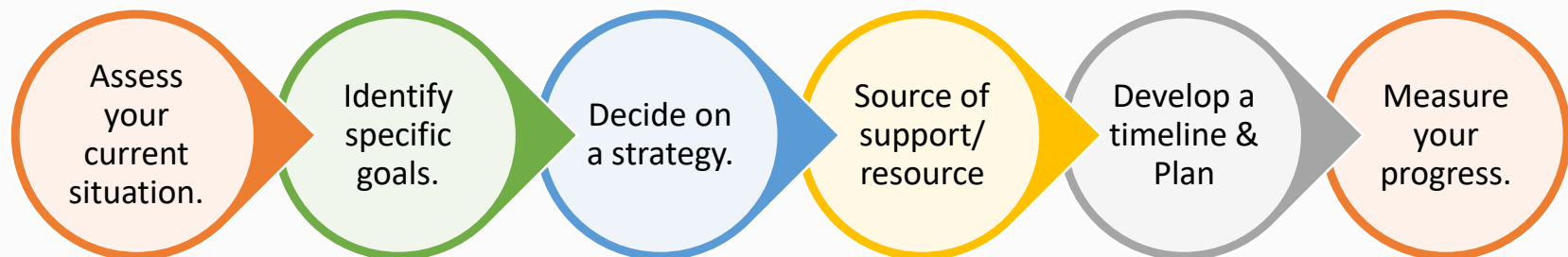
STEP 5: Develop a timeline and developing a plan.

STEP 6: Measure your progress.

Most educator create a professional development plan as spreadsheet, or a table that lists the individual steps, how they can be achieved, and a deadline for each one.

There are templates you can download, or you could design your own with a series of columns to structure your strategies and resource matrix.

To help you, below are some detailed examples of the sort of information you can put into your professional development plan.



STEPS TO CREATE A PROFESSIONAL DEVELOPMENT PLAN

STEP 1: ASSESS YOUR CURRENT SITUATION

How is your career currently progressing? Assessing your current career situation is a good place to start. Assessing current situation is an evaluation of your professional interests, knowledge, and skills. You can analyze your current situation in relation to your professional ambitions by creating a self-assessment. As you assess your present interests and skill set, you can pinpoint areas where you need to grow to reach your objectives.

EARLY YEARS TEACHER SELF -EVALUATION FORM

Use “**Early years Teacher Self-evaluation form**” to identify your exiting knowledge and experience you have now and will help you to decide which proficiency level you are performing. Take these opportunities to reflect on your actions and be honest with yourself.

EARLY YEARS TEACHER SELF EVALUATION FORM

Use the checklist to find out what you know, what you can do, what you need to find out and what you'd like to explore. You can do it yourself or with a colleague. Please use the following rating scale:

Needs Improvement 1 Satisfactory 2 Outstanding 3

Name of the teacher:	Date:
Self-Evaluation Checklist: How do I see myself	
Preparing Lesson Planning: I am familiar of planning lessons effectively	
I know how to plan activities based on children's interest and stage of development.	
I know how to select suitable resources for activities and according to the stage of development of the children.	
Supporting Children's learning: I am familiar with different teaching approaches and can select the most appropriate approach for achieving learning outcomes.	
I find out about my children's needs and interests and I build this into my planning.	
I am knowledgeable about learning styles and individual children's preferences and how to plan for these.	
I know how to use a range of resources, materials, technology to create positive learning experiences.	
I am knowledgeable, focusing on the learning that individual children would gain from planned activities.	
I use different assessment tools to assess children.	
I know effective methods for recording children's work and performance.	

EARLY YEARS TEACHER SELF EVALUATION FORM
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Encouraging children's participation: I am able to encourage children to be involved in a planned activity	
I have a range of techniques to encourage children to be involved in the planned play activity	
I know how to support those children who were less involved in a planned play activity	
I know how to plan differently, which might have made children more interested in a play activity	
I know how to encourage children to become independent.	
Supporting Children's Play: I am familiar with supporting different way in which children play.	
I am confident about supporting play with different age groups of children	
I have the knowledge what play opportunities are suitable for different age groups	
I encourage children to maintain a play environment	
I know how to carry out a risk assessment of the play opportunities.	
Developing children's communication and language: I am familiar with the strategies to support children's communication and language.	
I know how to interact sensitively with children in ways that allow them to express themselves.	
I understand how children develop language and the factors that might influence the development of language	
I know how to listen carefully to children and follow up on their thoughts and ideas.	
I know how to listen attentively to support children who may have language delay, such as Makaton	
I know how to encourage children to talk and communicate	
I know how to improve my communication skills with children.	

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Relationships with Colleagues: I have known to form relationships with colleagues	
I do enjoy working with you.	
I considered to be part of the team	
I can ask questions or to put forward my points of view appropriately.	
My own development: I select the continuing professional development tools relevant for me.	
I use a range of tools to help me to assess and reflect on my teaching.	
I know how and where to find out about research on teaching and learning.	
I regularly consult publications, colleagues and research to support my development as a teacher.	
I know where to find out about workshops, seminars, and conferences relevant to me.	
Next, from your response from this checklist, plan your timeline of when you want to achieve the actions/skills over the next year, five years, etc to meet your personal plans and requirements.	
<ul style="list-style-type: none"> What are my beliefs, values and philosophy? Am I living these out? What are my strengths and abilities? What new knowledge, skills or abilities to I need to develop to be more effective in my role? Why are these important? What are my more immediate professional goals in the next 12 months, the next 2 years from now? Why do I need to set these goals? In what ways can my setting support me? What resources would I need to achieve my goals? How can I contribute to my setting to make it better? 	

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EARLY YEARS TEACHER SELF EVALUATION FORM
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Template: EARLY YEARS TEACHER SELF-EVALUATION FORM

Keep in mind that your personality matters too, and strengths and weakness may impact your development plan. Do you lack confidence or find concentration an issue? **SWOT** analysis can be a powerful self-assessment tool that can help educators assess their strengths, weaknesses, opportunities, and threats in their teaching practice. Use the SWOT Analysis for Early Years Teacher for self-assessment.

SWOT ANALYSIS FOR TEACHER

SWOT analysis for teacher has become so popular in education because they have several benefits. All the teachers that use this methodology can uncover what works and what does not in their method, as well all the opportunities they can take advantages of. In more detail, the advantages of SWAT for teachers are the following:

- Recognize which are their strengths and use them more in their teaching method,
- Find out their weaknesses and try to improve themselves.
- Plan out their long-term and short-term goals,
- Find the opportunities that will make lessons more interactive and engaging,
- Identify the obstacles that hinder their classes.
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Use [SWOT Analysis guide](#) for more information in details.

HOW TO CONDUCT A SWAT FOR TEACHERS

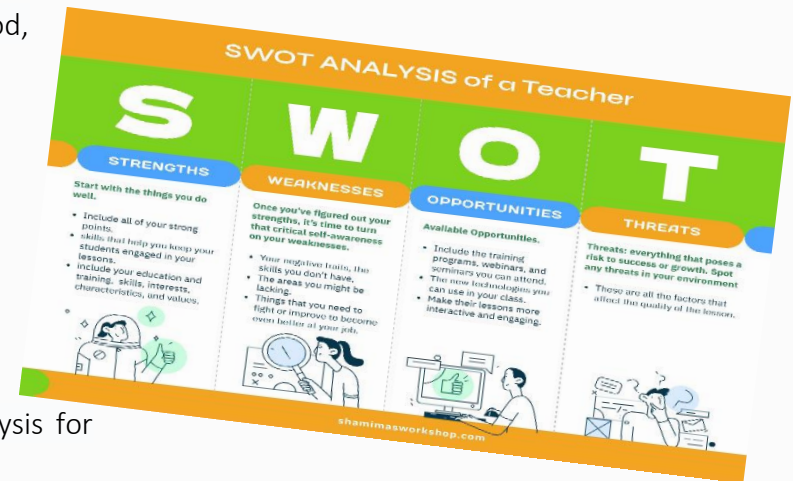
As an educator, learning how to create a SWAT analysis of a teacher is something you should know. Below , I will go through the basic steps for conducting a SWAT analysis for teachers.

Write down all of your strengths – in your SWAT for teachers, you need to include all of your strong points. These are all the skills that help you keep your students engaged in your lessons.

Don't shy away from your weaknesses – your weaknesses section is an essential part of any SWOT analysis of a teacher. These are all the things that you need to fight or improve to become even better at your job.

Locate all the available opportunities – another important element in your SWOT analysis is the opportunities section. This can be your guide to crafting your future path.

Spot any threats in your environment – your SWOT for teachers wouldn't be complete without a section dedicated to threats. You can eliminate these obstacles only when you face them.



SWOT Analysis of a Teacher - Example

The last SWOT analysis of a teacher example is that of a preschool- teacher that works in a private school. In this SWOT analysis for teachers, the educator is in a modern environment that already uses new technologies in the classroom. Therefore, this SWOT for teachers looks like this:

Strengths:

I have tried to create a warm and welcoming class for all students,
I have adopted an interactive teaching method that keeps students interesting,
I am in constant communication with parents, informing them of their kid's progress.

Weaknesses:

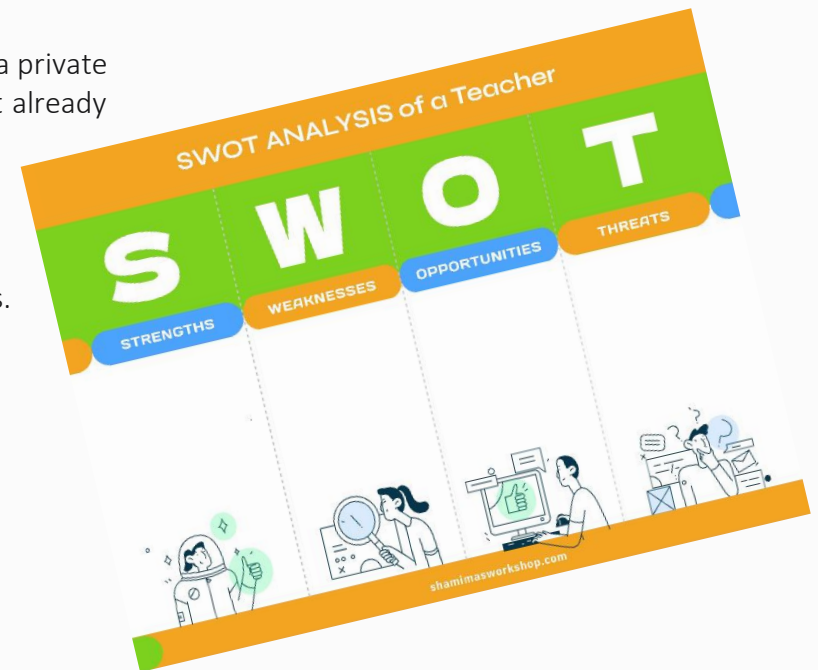
I have never had a student with special learning needs in my class,
I have noticed some cases of bullying between my students,
I don't interact with my students much outside the classroom.

Opportunities:

There is a seminar about teaching children with learning disorders,
I can take part in extracurricular activities, such as school trips,
I can read resources on school bullying and consult with the school counsellor.

Threats:

The school's new policy requires curriculum changes,
We have a shortage of teaching staff, and I will need to take up a second class.



Use the **SWOT ANALYSIS FOR EARLY YEAR TEACHER TEMPLATE** for Early Years Teacher for self-assessment.

The above case will surely fit your situation; Therefore, you can use it as an inspiration to create a SWOT analysis for yourself as EY teacher.

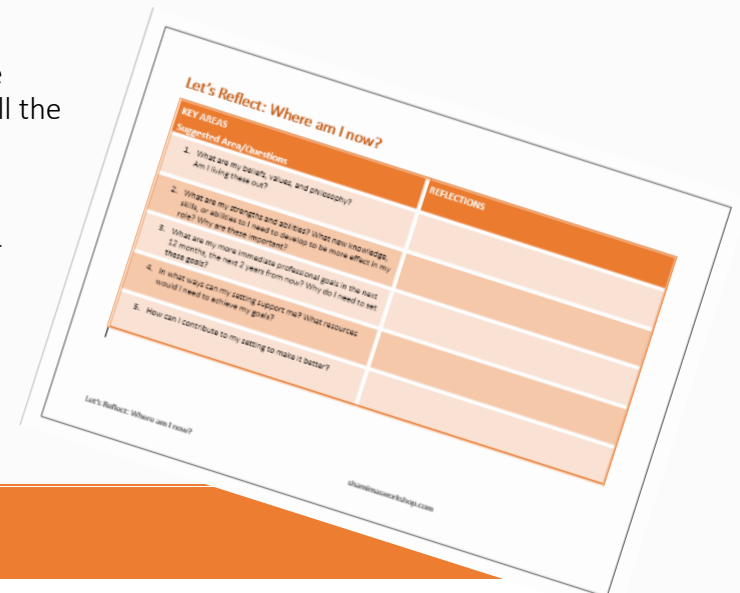
REFLECT: WHERE AM I NOW?

Next, from your response from this checklist, plan your timeline of when you want to achieve the actions/skills over the next year, five years, etc to meet your personal plans and requirements. Fill the reflective sheet: Let's reflect: where am I now?

- Think about your values and philosophy about working with young children.
- Consider how the physical and socio-emotional environment contribute to your learning.
- Determine if there are areas in the environment that could be modified, strengthened, or worked on.
- Find out your strengths and abilities as well as the knowledge and skills you would need to influence and /or support the environment.
- Engage in conversations with significant others for richer perspectives.

For Example:

KEY AREAS Suggested Area/Questions	REFLECTIONS
1. What are my beliefs, values, and philosophy? Am I living these out?	<i>For example, I believe and respect that young children learn differently and in their own time</i>
2. What are my strengths and abilities? What new knowledge, skills, or abilities to I need to develop to be more effect in my role? Why are these important?	<i>For example, designing small spaces for effective learning, utilising furniture to create learning spaces.</i>
3. What are my more immediate professional goals in the next 12 months, the next 2 years from now? Why do I need to set these goals?	<i>For example, to expand my understanding of child development in the next 12 months; to enhance my skill in working with families for next 2 years; to enable me to organise workshops for parents in the next 5 years.</i>
4. In what ways can my setting support me? What resources would I need to achieve my goals?	<i>For example, provide time off for learning; sponsor workshops</i>
5. How can I contribute to my setting to make it better?	<i>For example: have more conversations with my colleagues on the importance of a certain issue</i>



STEP 2: IDENTIFY SPECIFIC GOALS

Now that you've evaluated your current position and skills, it's time to set your goals. Your professional development plan should include SMART goals, which stand for Specific, Measurable, Achievable, Relevant, and Timely. Setting SMART goals will help them become measurable, which will make it simpler to update your PDP when significant milestones are reached.

Make your goals easy to accomplish by breaking them down into manageable steps. To help you rapidly identify goals, it is useful to put goals in order of priority, with the highest goals appearing first. Sorting your goals into short-, mid-, and long-term categories can also be helpful so you can create more thorough plans to accomplish each one:

- **SHORT TERM:** The short term can be achieved in fewer than two months.
- **MID TERM:** Mid-term goals may take from two three years to achieve,
- **LONG TERM:** In the next three to five years is considered long-term.

Remember, to succeed, you need SMART goals- Specific, Measurable, Achievable, Realistic and Time -Bond (SMART).

Use the template: Professional Development Goals and start achieving your professional goals.

PROFESSIONAL DEVELOPEMNT GOAL				
 OBJECTIVES	What do I want to learn or become?	1.	2.	3.
 TIMELINE	How long will it take me?	1.	2.	3.
 ACTIONS	What do I have to do to get there?	1.	2.	3.
 OBSTACLES	What might get in the way of achieving this? What will I do to overcome these obstacles?	1.	2.	3.
 CRITEIRA	How will I know I've achieved this.	1.	2.	3.
 RESOURCES	What resources will I access?	1.	2.	3.
 SUPPORT	What support will I have?	1.	2.	3.
 REVIEW	How did I do?	1.	2.	3.

template: Professional Development Goals

Example of SMART goal:

S	Specific	Make your goal specific and narrow for more effective planning.
M	Measurable	Make sure your goal and progress are measurable.
A	Achievable	Make sure you can reasonably accomplish your goal within a certain time frame.
R	Relevant	Your goal should align with your values and long-term objectives.
T	Time-based	Set a realistic but ambitious end date to clarify task prioritization and increase motivation.

Become Better at Storytelling

"For 8 months, I want to improve my storytelling skills by studying more about the craft, attending workshops, and completing assignments related to storytelling. I hope to be able to tell stories in a way that engages children and moves them emotionally".

Specific: The goal is concise, precisely stating the objective and how it will be accomplished.

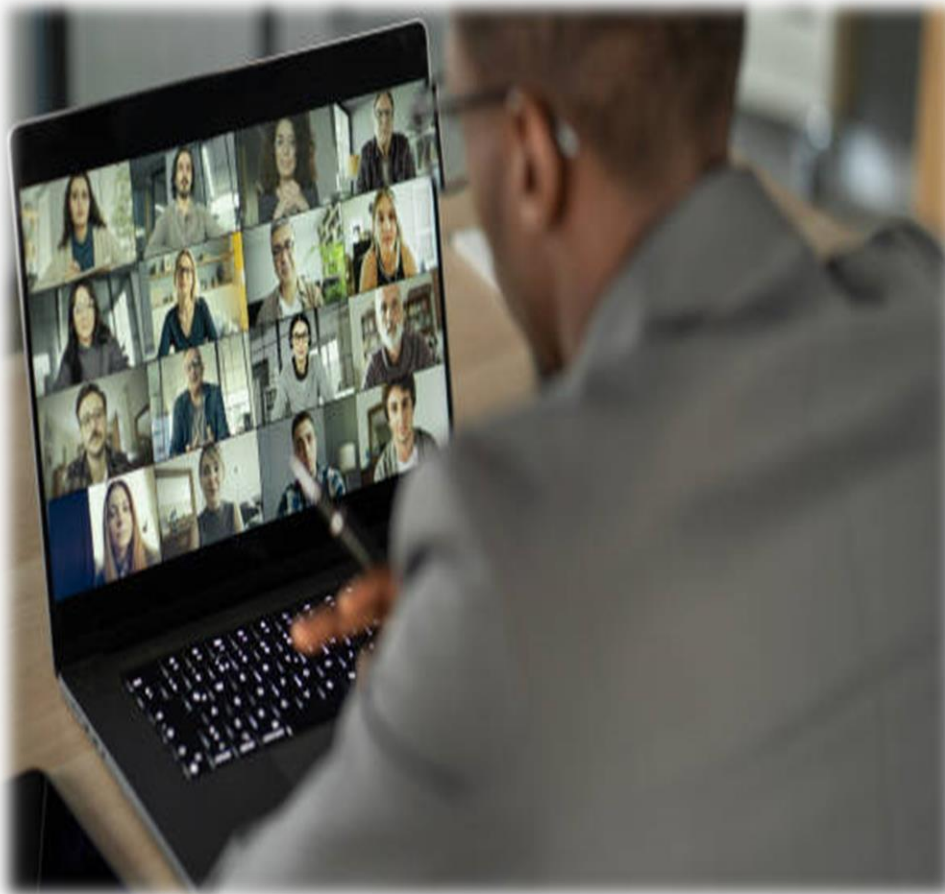
Measurable: Progress can be gauged through studying, attending, workshops, and finishing assignments.

Achievable: Count the time you spend learning more about storytelling.

Relevant: Being able to tell stories in a way that engages practitioners emotionally is essential for early childhood educators.

Time based: There is an 8-month window for success as an educator.

STEP 3: DEVELOP STRATEGIES



Now that you have identified the areas you need to work on, it is time to decide how you will address this. You should include a range of methods in your list, such as exposure (learning from others), education, experience learning (learning by doing), and reflection. Maybe you might enrol in official CPD training, attend skills workshops and seminars offered by your firm, or stay current with emerging technologies in the field you work in.



When developing your strategy, keep the following points in consideration:

- If the objective is to change careers, consider the training or credentials you would need to get and the time it would take to get them. To achieve this aim, look into potential certification and education programs that you might enrol in.
- Consider creating a mentor-mentee relationship with a professional source if you need advice. A mentor could be a professor or teacher, an experienced coworker, or a former employer.
- You may have options at your current job to expand your skill set if you need to. You can request additional duties from your manager to assist you acquire the necessary abilities.

Remember this is a process of continual development – not a onetime thing.

SELF- INITIATED ACTIVITIES	CLASSROOM-RELATED ACTIVITIES	PEER-REALTED ACTIVITIES
Reading professional literacy Individual research Reading the latest journey articles in your subject Updating knowledge through interest or other media.	Courses and workshop Education conference and seminars Qualification progress Open distance learning	Peer observation Observation visits to other school or joint training exercise Collaborative planning evaluation

STEP 4: SOURCES OF SUPPORT/RECOURSES

This describes what you need to help you achieve your development objectives. Typically, this would involve support from your manager, department, or colleague to enable you to undertake a learning or development activity such as allowing you time away from your role or funding from your department. When you're developing the resources section of your PDP, be specific. It's important to have a complete idea of what is available to you.



STEP 5: DEVELOP A TIMELINE and DEVELOPING A PLAN

Framing your professional development plan according to time is an excellent way to maintain your focus and motivation. Otherwise, you may find your start to “drift” and lose momentum in your development. Setting out a timeline for your goals and sticking to it are crucial components of creating a personal development plan (PDP). You're more likely to succeed in your goals if you know you've set a deadline for yourself. It's also the “T” of any SMART goal(time-bound).

As part of creating a SMART (Specific, Measurable, Achievable, Realistic and Time-bound) professional development plan, it's important to have valid deadlines to complete each step. Also, do not be disheartened and abandon the plan if you miss a key time goal. Simply adjust your plan on track to reach your endpoint in a new timeframe.

Set your goals annually, provide extra time for each objective (because things rarely go as planned), and align your aims with opportunities you want to take advantage of.

Personal Development Plan: Key to terminology used in template.

Development Goal are objectives that you have identified to enable you to meet the learning and development needs identified at the skills analysis stage.

Strategies can constitute any learning or development activity that will enable you to achieve your development goals. Such as, formal training, on-the-job training, work-shadowing another colleague etc.

Support/Resources describe what you need to help you achieve your development goals.

Target and **Actual dates** state when you intend to achieve your development goals followed by the date you achieve them.

Review date states when you will review progress on your Personal Development Plan.

[illegible]

PROFESSIONAL DEVELOPMENT PLAN (Fill in how you will carry your Professional Development plan for short				
What is my development? I want to work on. Goals?	What strategies do I need to undertake to achieve my goals?	What support/resources do I need to achieve my goals	Target date for achieving my goals	Actual date of achieving my goals

Review Date:

You can use professional development plan for short term and long term according to your planning.

Example: PROFESSIONAL DEVELOPMENT PLAN

(Professional Development plan long term: A teacher to be a Nursery manager)

My Long term goals?	My specific career goals. (Divide them down into Individual, more manageable steps)	What are the key skills needed for each goal?	What activities do I need to undertake to achieve my goals?	What support/resources do I need to achieve my goals	Target date for achieving my goals. (Set realistic timeline)	Actual date of achieving my goals
Promotion to a Nursery manager	Become a supervisor	Leadership skills, Communication skills	- Leadership Skills	- Online CPD leadership training course - setting leadership course	6 months	
	Become a deputy manager	Leadership skills, management skills, Self-management skills	- Self-management skills - Management skills	- Online CPD management training course - Ask line manager what higher level responsibilities I can take on a work. - Volunteer to lead meetings to build presentation skills.	12 months	
	Become a Nursery manager	Management skills, strategic thinking skills, Decision making skills.	- Strategic thinking skills - Decision making skills	- Online CPD strategies-thing training courses - -Volunteer to go on meeting with line manager	24 months	

Review Date:

STEP 6: MEASURE YOUR PROGRESS

Are you meeting your targets? Assessing your progress regularly is important. Even though your professional development is important (you have planned for it, after all professional education can quickly fall in priority.

Measuring your progress will help you know if you are hitting.

your 'check lists', meeting your targets and are on track for reaching your goals. It can be necessary for you to create new targets, goals, or even more achievable steps. Use the template REVIEWING AND EVALUATING WHAT I HAVE LEARNT to measure your progress.

Keep in mind that plans alter and that your goals will advance along with you as you pursue your career. Since learning is a lifetime process, it's critical to keep up your professional growth to succeed in the workplace.

The template is titled "REVIEWING AND EVALUATING WHAT I HAVE LEARNT" and includes the instruction "Fill in the blanks with your reflections and thoughts on professional plans activities that you have undertaken." It contains five reflection boxes:

- I have met my learning goals such as...** (elaborate)
- I have overcome challenges like...** (explain)
- I overcome these challenges because.....** (analyse)
- In my classroom and setting, I will change....** (elaborate)
- Next, I will embark on...** (suggest)

The template also includes the text "REVIEWING AND EVALUATING WHAT I HAVE LEARNT" at the bottom left and the website "www.shamimasworkshop.com" at the bottom right.

So, You've Made Your Plan. Now What?

Having dedicated the time to making a comprehensive development plan for your career, you now need to ensure that you follow through. Set a date in the future on which you will revisit the plan and reflect on your performance. Keep revisiting your career plan and note down your progress.



EARLY YEARS TEACHER SELF EVALUATION FORM

Use the checklist to find out what you know, what you can do, what you need to find out and what you'd like to explore. You can do it yourself or with a colleague. Please use the following rating scale: **Needs Improvement 1** **Satisfactory 2** **Outstanding 3**

Name of the teacher:	Date:
Self-Evaluation Checklist: How do I see myself	
Preparing Lesson Planning: I am familiar of planning lessons effectively	
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I know how to select suitable resources for activities and according to the stage if development of the children.	
Supporting Children's learning: I am familiar with different teaching approaches and can select the most appropriate approach for achieving learning outcomes.	
I find out about my children needs and interests and I build this into my planning.	
I am knowledgeable about learning styles and individual children's differences and how to plan for these.	
I know how to use a range of resources, materials, technology to create positive learning experience.	
I am knowledgeable, focusing on the learning that individual children would gain from planned activities.	
I use different assessment tools to assess children	
I know effective methods for recording children's work and performance.	
Encouraging children's participation: I am able to encourage children to be involved in a planned activity	
I have a range of techniques to encourage children to be involved in the planned play activity	
I know how to support those children who were less involved in a planned play activity.	
I know how to plan differently, which might have made children more interested in a play activity.	
I know how to encourage children to become independent.	
Supporting Children's Play: I am familiar with supporting different way in which children play.	
I am confident about supporting play with different age groups of children	
I have the knowledge what play opportunities are suitable for different age groups	
I am able to maintain a play environment	
I know how to carry out a risk assessment of the play opportunities.	

Developing children's communication and language: I am familiar with the strategies to support children's communication and language.

I know how to interact sensitively with children in ways that allow them to express themselves.	
I understand how children develop language and the factors that might influence the development of language	
I know how to listen carefully to children and follow up on their thoughts and ideas.	
I have knowledge about how to support children who may have language delay, such as Makaton	
I know how to encourage children to talk and communicate.	
I know how to improve my communication skills with children.	

Developing children's Emotional development and positive relationship

I know how to provides opportunities for children to listen, interact, and communicate freely and meaningfully with other children and adults.	
I know how to guide children to resolve interpersonal conflicts and solve problems with others.	
I know how to ask open-ended questions and encourage children to ask questions.	
I know the role of facilitators or observer when supporting children and resolving conflicts with each other.	

Developing children's Physical development and health: I have knowledge to support childrens' physical development.

I Know how to support children's physical care routines to meet children's individual needs.	
I have detained nutritional knowledge and the skills to prepare food for different ages of children	
I have knowledge to support children's physical development at different ages.	
I know how to plan play environments to support children's physical development for different ages	
I know about factors that influence children's physical development and how these may be supported.	

Early Years Curriculum: I have knowledge to plan and deliver the early years framework

I am able to plan effectively for each of the area of learning and development in the early years' framework.	
I am confident to assess children precisely in each area of the early years framework	
I understand and facilitates child-initiated and adult-facilitated activities and interactions.	
I can recognise the importance of sensory experiences, exploration and play in children's growth and learning	
I can plan, implement, and evaluate indoor and outdoor learning environments that are intentionally designed to meet curriculum goals and learning outcomes.	

Observation and assessment:	
I know the different observation and recording methods and techniques.	
I am aware of ongoing formal and informal observation to understand children's behaviour	
I know how to plan and develop appropriate activities based on observations of children in the group.	
Classroom Management: I know how to create and maintain a positive learning environment.	
I monitor and modify my approach in response to learn feedback, reaction and progress.	
I use a range of techniques for dealing with disruptive children.	
I know how to arrange classroom furniture to facilitate different types of tasks.	
I know how to set up activities effectively and make smooth transitions between lessons.	
I understand and use classroom dynamics effectively to motivate children.	
I know how to give clear instructions and explanations.	
Relationships with children: I have known to form relationships with children of different ages	
I understand children's behaviour and how it links to their age and stage of development	
I have knowledge about reasons why children may not show typical behaviour and the range of approaches that might be used to support them further.	
I understand the importance of trusting relationships with children where they feel safe, secure and valued.	
I know how to respond to children's initiations and requests, including the nonverbal cues of infants and toddlers.	
I know how to share observations and documentation with families regularly on children's development, interests, and achievement of curriculum goals.	
Relationships with parents: I have known to form relationships with parents	
I do feel confident talking to all parents	
I know how to encourage parents to take part an active role in their child's play, learning and development.	
I know different strategies when working partnership working with parents	
I know the potential difficulties that might affect partnership working and how those can be overcome.	
I understand how to develop plan for children's transitions into and out of the programme and involves families in the planning process.	

Relationships with Colleagues: I have known to form relationships with colleagues

I do enjoy working with you.	
I considered to be part of the team	
I can ask questions or to put forward my points of view appropriately.	
My own development: I select the continuing professional development tools relevant for me.	
I use a range of tools to help me to assess and reflect on my teaching.	
I know how and where to find out about research on teaching and learning.	
I regularly consult publications. Colleagues and research to support my development as a teacher.	
I know where to find out about workshops, seminars, and conferences relevant to me.	

Next, from your response from this checklist, plan your timeline of when you want to achieve the actions/skills over the next year, five years, etc to meet your personal plans and requirements.

- What are my beliefs, values, and philosophy? Am I living these out?
- What are my strengths and abilities? What new knowledge, skills, or abilities do I need to develop to be more effective in my role? Why are these important?
- What are my more immediate professional goals in the next 12 months, the next 2 years from now? Why do I need to set these goals?
- In what ways can my setting support me? What resources would I need to achieve my goals?
- How can I contribute to my setting to make it better?

SWOT ANALYSIS of a Teacher

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STRENGTHS

Start with the things you do well.

- Include all of your strong points.
- skills that help you keep your students engaged in your lessons.
- include your education and training, skills, interests, characteristics, and values.



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WEAKNESSES

Once you've figured out your strengths, it's time to turn that critical self-awareness on your weaknesses.

- Your negative traits, the skills you don't have,
- The areas you might be lacking.
- Things that you need to fight or improve to become even better at your job.



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OPPORTUNITIES

Available Opportunities.

- Include the training programs, webinars, and seminars you can attend.
- The new technologies you can use in your class.
- Make their lessons more interactive and engaging.



T

THREATS

Threats: everything that poses a risk to success or growth. Spot any threats in your environment

- These are all the factors that affect the quality of the lesson.



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SWOT ANALYSIS of a Teacher

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STRENGTHS

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OPPORTUNITIES

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THREATS



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Let's Reflect: Where am I now?

KEY AREAS Suggested Area/Questions	REFLECTIONS
1. What are my beliefs, values, and philosophy? Am I living these out?	
2. What are my strengths and abilities? What new knowledge, skills, or abilities do I need to develop to be more effective in my role? Why are these important?	
3. What are my more immediate professional goals in the next 12 months, the next 2 years from now? Why do I need to set these goals?	
4. In what ways can my setting support me? What resources would I need to achieve my goals?	
5. How can I contribute to my setting to make it better?	

PROFESSIONAL DEVELOPMENT GOAL				
 OBJECTIVES	What do I want to learn or become?	1.	2.	3.
 TIMELINE	How long will it take me?	1.	2.	3.
 ACTIONS	What do I have to do to get there?	1.	2.	3.
 OBSTACLES	What might get in the way of achieving this? What will I do to overcome these obstacles?	1.	2.	3.
 CRITERIA	How will I know I've achieved this.	1.	2.	3.
 RESOURCES	What resources will I access?	1.	2.	3.
 SUPPORT	What support will I have?	1.	2.	3.
 REVIEW	How did I do?	1.	2.	3.

PROFESSIONAL DEVELOPMENT PLAN

(Fill in how you will carry your Professional Development plan for long term)

My Long term goals?	My specific career goals. (Divide them down into Individual, more manageable steps)	What are the key skills needed for each goal?	What strategies do I need to undertake to achieve my goals?	What support/resources do I need to achieve my goals	Target date for achieving my goals. (Set realistic timeline)	Actual date of achieving my goals
Review Date:						

PROFESSIONAL DEVELOPMENT PLAN (Fill in how you will carry your Professional Development plan for short term)

What is my development? I want to work on. Goals?	What strategies do I need to undertake to achieve my goals?	What support/resources do I need to achieve my goals	Target date for achieving my goals	Actual date of achieving my goals

Review Date:

REVIEWING AND EVALUATING WHAT I HAVE LEARNT

Fill in the blanks with your reflections and thoughts on professional plans activities that you have undertaken.

I have met my learning goals
such as... (elaborate)

I have overcome challenges
like... (explain)

I overcome these challenges
because..... (analyse)

In my classroom and setting, I will
change... (elaborate)

Next, I will embark on...
(suggest)

Thank you

Let's keep in touch!



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