

EAST AYRSHIRE COUNCIL

EDUCATION COMMITTEE – 14 SEPTEMBER 2004

A STRATEGY FOR THE CONTINUING PROFESSIONAL DEVELOPMENT FOR TEACHERS IN EAST AYRSHIRE

Report by Executive Director of Educational and Social Services

1. PURPOSE

- 1.1** To advise Members of the strategy for the Continuing Professional Development for teachers in East Ayrshire.

2. BACKGROUND

- 2.1** The quality of the Education Service depends, above all, on the quality of our teachers. If higher standards are to be reached and all pupils are to be effectively supported in achieving their potential, it is essential that teachers are well prepared for their work and that they have the opportunities to refresh and enhance their skills throughout their careers.
- 2.2** The national agreement “A Teaching Profession for the 21st Century” (TP21) introduced an additional, contractual 35 hours per annum for teachers. Teachers are now required to agree an annual Continuing Professional Development (CPD) plan with their immediate managers and to maintain a record of the CPD activities they have undertaken within these 35 hours.
- 2.3** The need for continuing development of knowledge and skills is well recognised in education. Rapid changes have taken place in the curriculum and in approaches to learning and teaching. Developments in technology, particularly information and communications technology and the constantly evolving role of schools in our society, together mean that a teacher’s competencies and knowledge need frequent review, development and support.

3. THE AIMS

- 3.1** Continuing Professional Development is intended to support teachers and to equip them with the skills and knowledge required to keep pace with the rapidly changing educational and professional development. The CPD framework will act as a development tool against which all teachers can identify their strengths and development needs.
- 3.2** For those wishing to take their careers further, whether in teaching and learning or leadership and management, the CPD framework will provide guidance on the more specific development experiences and may facilitate their career progression.

- 3.3** Chartered Teacher status has been designed as a means of rewarding experienced high quality teachers who seek a challenging career without having to pursue school management posts.
- 3.4** Leadership and Management pathways will highlight the competencies required at each promoted stage and identify possible approaches to preparing for those stages.

4. THE CPD FRAMEWORK IN EAST AYRSHIRE

- 4.1** The Framework for Continuing Professional Development for teachers in East Ayrshire outlines opportunities for professional development for teachers at all levels and stages in their careers. It comprises five pathways related to school roles, which are supported through a combination of in-service and support materials that stimulate and enhance school programmes of quality improvement. The Framework is attached as Appendix 1.
- 4.2** National Priorities and Local Improvement Objectives are clearly linked to the range of provision in the pathways. While it is important that such links are made, the ethos in addressing and overtaking National Priorities is the work that is undertaken day-to-day in schools.
- 4.3** The TP21 report emphasises the importance of developing teachers' needs in equipping them to take forward school developments. The Framework provides an illustration of how the needs of all teachers, regardless of where they are in their careers, can be addressed.
- 4.4** Whether staff are new to the profession, have long established classroom practice or are seeking to further their career through progressing into school management, research shows that Continuing Professional Development is the key to achieving the goals which underpins school improvement.
- 4.5** The five pathways relate to the following roles:
1. Probationer teacher to the standard of full registration and main grade teacher
 2. Main grade teacher
 3. Towards Chartered Teacher status
 4. Towards leadership and management – Principal Teacher and Depute Head Teacher (Leadership and Management Pathways (LAMPS) and Scottish Qualification for Headship (SQH))
 5. Headship
- 4.6** The pathways and the framework are based on the teacher's role and career aspirations. Teachers who are new to the profession will follow pathway 1. Teachers who choose to remain in the classroom should consider pathways 2 and

3, while those interested in leadership and management can choose pathway 4. Pathway 5 is for serving Head Teachers.

4.7 Leadership and Management Pathways provide development in four key areas of leadership:

- Project leadership
- Team leadership
- School leadership
- Strategic leadership

Each focuses on a different stage of development as illustrated in Appendix 1. The Scottish Qualification for Headship programme supports those aspiring to Headship.

5. KEY FEATURES OF THE FRAMEWORK

5.1 Pathways and Development Cycles

Planning for professional learning and development should take account of the medium and long term rather than “what am I going to do next session?” If CPD is to be a key force in the drive to school improvement planning for it should cover at least the same timescale as the school Improvement Plan.

5.2 School Based Learning and Development

CPD, however, is not just about taking courses. Some of the most valuable professional development can be effected through activities undertaken with colleagues and/or in the working environment. Indeed, research shows that 25% of CPD needs are met centrally and 75% of CPD needs are met in the school context. Teachers therefore, should take as broad a view of professional development as possible, for example, by seeking new experiences, establishing new contacts, furthering theoretical knowledge and contributing to school and departmental resources and policy.

5.3 Learning and Developing Together

The new professionalism and the 35 hours for CPD present a significant opportunity for collaborative learning. The processes of self-evaluation and of learning and teaching are enhanced when they are collaboratively approached and undertaken. Schools are structured round, and depend upon, colleagues working together. Opportunities for team, department and whole school learning and development are an entitlement for all staff.

5.4 Professional development opportunities are on offer from a wide range of providers. East Ayrshire offers its own internal CPD catalogue, Higher Education institutions provide a wide range of CPD opportunities and private educational consultants and companies provide an equally wide range of opportunities.

6. THE FRAMEWORK FOR EDUCATIONAL LEADERSHIP IN EAST AYRSHIRE - IMPLEMENTATION

East Ayrshire subscribes to the professional progression in educational leadership through four broad levels:

6.1 Project Leadership

This is designed for teachers who have or may take on responsibility for leading a small scale project. This refers to teachers possibly quite early in their careers who wish to develop their leadership skills for instance in an area relating to curriculum development or supporting pupils learning or through a small school based research project.

Opportunities available in East Ayrshire in session 2004-2005 include the commissioning of a range of curriculum development officers working in the areas of ICT, 5-14 Science, Thinking Skills, Closing the Gap and Supporting the Early Start in Primary One.

6.2 Team Leadership is for teachers who in addition to leading small scale projects have regular responsibility for leading either permanent teams of staff or task groups or working groups. This might be particularly relevant to aspiring and established Principal Teachers whether their responsibilities are primarily in the areas of the curriculum or of Guidance. Equally this applies to the new and emerging role of Principal Teachers in the Primary Sector.

The curriculum management structure for secondary subject Principal Teachers established in East Ayrshire:

- is now supported fully by an electronic network linking Principal Teachers
- provides opportunities for Principal Teachers to identify and source their own CPD requirements
- encourages the identification of lead principals within the group
- and develops the increasingly powerful self-management nature of these groups of subject specialists.

6.3 School Leadership

This is designed for staff who lead projects and teams and who have or are seeking overall responsibility for an aspect of leadership across an establishment. This might include teachers or principal teachers who aspire to membership of a senior leadership team and to established members of such teams. Some members of senior leadership teams will aspire to headship and the achievement of the Standard for Headship might be sought within this level.

A significant number of principal teachers have embarked on the Scottish

Qualification for Headship and are now fulfilling a wide range of school leadership functions across the authority.

6.4 Strategic Leadership

This is for staff who, in addition to project, team and school leadership responsibilities have overall responsibility for the leadership of an establishment or are leading strategic initiatives at local or national level. This would be particularly relevant to Head Teachers and to those working in the education service who have a strategic role in improving Scottish education.

Of significance to the support of existing Head Teachers is the Columba 1400 Leadership Academy supported by the Hunter Foundation. Head Teachers in the Cumnock and Stewarton Learning Partnerships are undertaking intensive leadership development through this particular approach. A programme of leadership and management development will be incorporated in the CPD catalogue for 2004-05 supported by the Quality Improvement Team. Opportunities will also be provided for the commissioning of existing Head Teachers and Depute Head Teachers to take on a central support role and to develop a range of support materials for colleagues in establishments in East Ayrshire.

7. CPD opportunities in East Ayrshire

7.1 'A Teaching Profession for the 21st Century' confirms that CPD activities should be "based on an assessment of individual need taking account of school, local and national priorities". The list of Head Teacher duties in Annex B of the agreement includes a responsibility to "promote the continuing professional development of all staff and to ensure that all staff have an annual review of their development needs". This reinforces the view that the main element of CPD should be delivered in school and that centrally organised or externally provided CPD opportunities will contribute to a smaller degree. The range of experiences therefore, which contribute to teacher development is wide ranging and includes activities that can be undertaken during the 35 hour week as well as those that contribute to the "additional, contractual" 35 hours of CPD per annum. A CPD activity is anything that has progressed a teacher's existing skills or enhanced her/his professionalism. The following list has been identified as contributing to teachers' CPD

- Activity related to achieving national standards (Standard for Full Registration, Standard for Chartered Teacher, Standard for Headship)
- Self-evaluation and personal reflection including preparation for the professional review and development meeting
- Subject based activities including involvement with professional bodies and associations
- Attendance at In Service
- Membership of school committees and task groups

- Developing school, local authority and national policies
- Visits to and from colleagues in other schools
- Co-operative teaching
- Lesson observation and analysis
- Secondments
- Professional reading, research and on-line learning
- Mentoring, supporting colleagues
- Curricular planning and development
- Management and leadership development opportunities
- Teacher placements in business and industry
- Working with others including as part of inter-agency teams involving colleagues from Social Work and Health Services etc.
- Working with parents and carers

8. MONITORING AND EVALUATION

- 8.1** Mechanisms to monitor and evaluate the effectiveness of the strategy for the continuing professional development of teachers in East Ayrshire operate at both a quantitative and qualitative level.

At the quantitative level the number of teachers, Principal Teachers and senior managers taking part in developmental activities will be recorded and tracked against time.

The quality of the activity, event or experience will be evaluated at the time of taking part and the long term impact will be evaluated over agreed periods of time.

- 8.2** Evaluation also operates at the level of the individual reflective practitioner making value judgements with regard to the personal and professional benefit arising from a developmental opportunity. Establishments also have in place monitoring and evaluation strategies whereby the quality of courses, conferences and seminars as well as the quality of the output of working groups or development groups is fed back into the system to determine future provision.
- 8.3** The Quality Improvement Team self-evaluates the quality of development opportunities it provides for staff and external evaluation ensures the highest of standards are met and maintained. The Quality Improvement Team also seek feedback from individuals and establishments with regard to the effectiveness of externally provided developments.
- 8.4** Annual needs analyses determine the nature of support and development linked to the programme of Professional Review and Development for individuals and groups of staff as well as to the improvement planning process designed to identify and implement establishment priorities. The rigour with which Professional Review and Development is conducted and the degree to which agreed CPD activities deliver the establishments Improvement Plan is monitored and evaluated by the Quality Improvement Team.

8.5 The overall measure of the effectiveness of CPD is monitored and evaluated by considering:

- performance of the children and young people as a result of better qualified and more highly skilled staff
- capacity of individuals, subject departments, stages and establishments to improve.

8.6 Performance is evaluated in terms of:

- achievement and attainment of all pupils
- impact on learning and teaching
- how well the needs of all are met
- the quality of care and welfare

8.7 The capacity to improve is reflected in:

- the effectiveness of leadership for learning in the playroom, classroom, department, stage or establishment
- how well the individual and establishment knows itself and its developmental needs
- the track record of improvement
- arrangements whereby individuals, groups of staff and establishments can bring about further improvement.

8.8 Monitoring and evaluating the effectiveness of this strategy will not in itself lead to continuous improvement but more highly skilled staff continually developing their professional knowledge, understanding and expertise will lead to better teachers which will result in better learning.

9. FINANCIAL/POLICY/LEGAL IMPLICATIONS

9.1 All costs will be met from within the existing CPD budget provided within the Teaching Profession for the 21st Century Agreement.

10. RECOMMENDATIONS

10.1 It is recommended that Members:

- (i) Support the Strategy for the Continuing Professional Development for Teachers in East Ayrshire
- (ii) Otherwise note the contents of this report

John Mulgrew
Executive Director of Educational and Social Services

JMcC/EO'N
23 August 2004

List of Background Papers

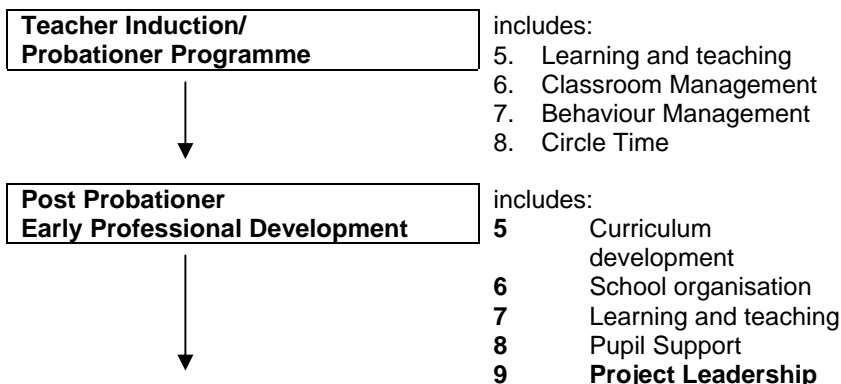
1. The national agreement “A Teaching Profession for the 21st Century”
2. East Ayrshire Council JNCT Circular: Continuing Professional Development – Roles and Responsibilities, 4 December 2002
3. Continuing Professional Development, Scottish Executive Education Department (SEED), 2002
4. Professional Review and Development, SEED, 2003
5. Continuing Professional Development for Educational Leaders – Scottish Executive Education Department (SEED), 2003
6. Standard for Headship in Scotland, SEED, 2003

Members requiring further information should contact John McCarney, Head of Service: Schools Support (01563) 576126 or Kenneth McKinlay, Principal, Quality Improvement (01563) 555650.

Implementation Officer: John McCarney, Head of Service: Schools Support

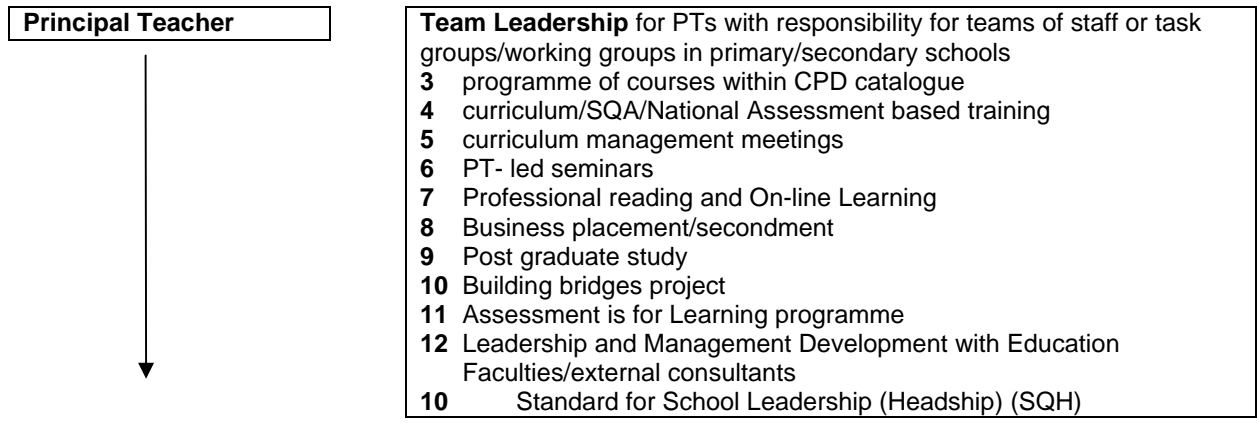
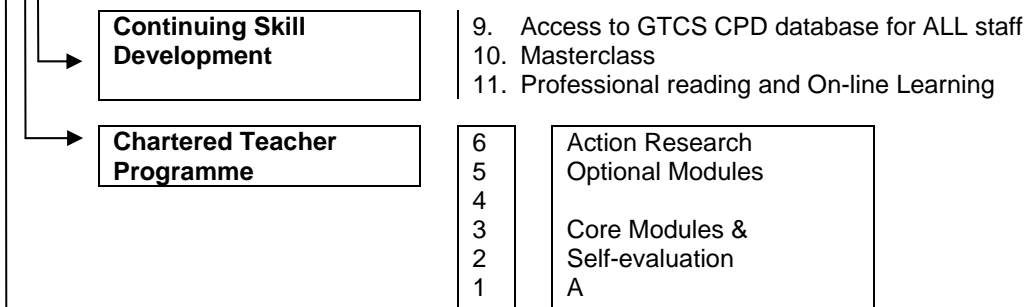
DEPARTMENT OF EDUCATIONAL AND SOCIAL SERVICES

CONTINUING PROFESSIONAL DEVELOPMENT
A FRAMEWORK for TEACHERS in EAST AYRSHIRE



Teachers at top of main grade scale and Permanent/Temporary Supply Staff
 CPD related to school priorities, local improvement objectives and National Priorities supported by:

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|----------|--|
| 3 | Education Department CPD Catalogue |
| 4 | Learning Partnership and multi-agency training |
| 5 | Working groups |
| 6 | Professional reading and On-line Learning |
| 7 | Award bearing courses e.g. Modern Languages, SEN |
| 8 | Post graduate study |



Depute Head Teacher



Head Teacher

School Leadership

Staff who lead projects, teams and aspects of whole school activity

- 9** Leadership and Management Programme – within CPD catalogue
- 10** HT/DHT-led seminars
- 11** Professional reading and On-line Learning
- 12** Leadership and Management Development with Education
Faculties/external consultants
- 13** Business placements/secondment
- 14** Post Graduate study
- 15** Columba 1400
- 16** Standard for School Leadership (Headship) (SQH)

Strategic Leadership

Staff who lead projects, teams and have overall responsibility for an establishment or are leading strategic initiatives at local or national level

- 13** Leadership and Management Programme within CPD catalogue
- 14** HT/DHT-led seminars
- 15** Professional reading and On-line Learning
- 16** Leadership and Management Development with Education
Faculties/external consultants
- 17** Business Placements/secondments
- 18** Post Graduate study
- 19** Columba 1400
- 20** Heads Together