

# EAST AYRSHIRE COUNCIL

## EDUCATION COMMITTEE – 14 SEPTEMBER 2004

### PRINCIPAL TEACHER DEVELOPMENT STRATEGY

#### Report by Executive Director of Educational and Social Services

#### 1. PURPOSE

- 1.1 To advise Members of the strategy for the development of Principal Teachers in primary and secondary schools within the authority.

#### 2. BACKGROUND

- 2.1 With the implementation of the national agreement “A Teaching Profession for the 21<sup>st</sup> Century” (TP21) and the associated school management restructuring and introduction of the new post of Principal Teacher in primary schools, it is appropriate at this stage to clarify the role of Principal Teacher in schools in East Ayrshire. The key role of this post within our secondary schools is well established, but as we move towards more flexible approaches to the delivery of the curriculum and to learning and teaching in both primary and secondary schools, the need for a development strategy for Principal Teachers has been recognised.
- 2.2 Following the establishment of East Ayrshire Council in April 1996, a framework of Curriculum Management Meetings (CMMs) for secondary subject, guidance and learning support Principal Teachers was put in place. These meetings, on a twice yearly basis were chaired and co-ordinated by Quality Improvement Officers, each of whom had an overall responsibility for a range of subject disciplines.

The role of these CMMs was to share good practice in curriculum development, to identify staff development needs and source appropriate subject specialists to provide training, advice and support. Support to the secondary curriculum has developed over the years to the extent that CMMs now:

- are managed by a lead teacher from the group
- have an electronic support network at their disposal for internal and external communication and sharing of good practice
- have the facility to meet more often than the original programme design
- are increasingly developing self-help and self-managed training events/in-service
- are guaranteed a minimum of two major in-service events within the Departmental Continuing Professional Development (CPD) catalogue
- are provided with administrative support from Woodstock Centre
- are facilitated by the link Quality Improvement Officer

- in many cases have established working groups to develop and disseminate curriculum resources.

### **3. PRINCIPAL TEACHER DEVELOPMENT**

**3.1** Principal Teachers have a key role as curriculum leaders in both secondary and primary schools. With the emergence of cross-curricular developments, for example, in enterprise in education, vocational education and support for learning, new posts to develop these areas are being created. In primary schools, Principal Teachers are taking responsibility for multi-disciplinary curricular areas as well as specific stages within the school. Principal Teachers, therefore, fulfil a key function as curriculum leaders, learning and teaching leaders, team leaders and project leaders.

**3.2** The Scottish Executive publication (in partnership with GTC Scotland, EIS and COSLA), entitled 'Continuing Professional Development for Educational Leaders', sets out a clear framework for Educational Leadership.

This defines TEAM LEADERSHIP as “for teachers who in addition to leading small-scale projects, have regular responsibility for leading either permanent teams of staff or task groups/working parties”. This is particularly relevant to Principal Teachers whether curriculum or guidance, secondary or primary.

It also defines SCHOOL LEADERSHIP as “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 Principal Teachers who aspire to membership of a senior leadership team.

**3.3** In addition, therefore, to supporting Principal Teachers in their role as curriculum developers, lead subject specialists, departmental or stage managers or cross-curricular project leaders, it is essential that Principal Teachers are developed as leaders and managers who will, in due course, take on responsibilities within a school leadership team.

### **4 FRAMEWORK OF PRINCIPAL TEACHER DEVELOPMENT**

**4.1** In the secondary sector, and building on existing CMM structures, Principal Teacher development will be supported by:

- encouragement to take on the role as lead teacher of the CMM
- greater use of the CMM electronic network to communicate with colleagues, identify and disseminate good practice and share support
- devolution of greater responsibility for self-help/self-management of the group, including the option of time and/or payment for taking on a lead role
- each Principal Teacher taking the lead in a good practice seminar to share materials, resources, websites, contacts, strategies, etc
- encouragement to undertake a business placement
- access to appropriate professional reading and on-line learning

**4.2** In the primary sector a network of Principal Teachers will be established, initially supported and facilitated by the Quality Improvement Team, but in

time becoming increasingly self-supported and self-managed. The same range of opportunities will be provided to primary as to secondary Principal Teachers.

- 4.3** In both sectors, the Department will continue to provide, through its needs analysis, a range of curriculum and learning and teaching related courses within the CPD catalogue. In session 2003-04, for example, the catalogue contained 46 secondary subject related courses and 32 primary curriculum courses. Principal Teachers, however, need to become more proactive in identifying and meeting their own needs through universities and other external providers and through their involvement in national initiatives such as Assessment is for Learning, Enterprise in Education, Creativity and Thinking Skills.
- 4.4** Increasingly Principal Teachers and former Senior Teachers have embarked on the Scottish Qualification for Headship. This will continue to be encouraged and supported.
- 4.5** Principal Teachers will be nominated for attendance at a range of courses within the Department's Leadership and Management Development Programme (a subset of the overall CPD provision). In session 2004-05, these will comprise:
- Project Leadership
  - Planning for Improvement
  - Preparation for Inspection
  - Self-evaluation for Improvement and Achievement
  - Leadership and Management skills.
- 4.6** Tasks will be undertaken to support the development of Principal Teachers, enhance the use of electronic networks and communications, develop a handbook for Principal Teachers and to provide support for the development of Principal Teachers in the primary sector. This will assist in implementing the management restructuring which is underway within the authority's schools.

## **5 THE ROLE OF SCHOOLS**

- 5.1** Research shows that 25% of the CPD needs of teachers are met by central or external courses and other CPD opportunities. The remaining 75% is provided within the establishment in which the teacher works.

There is a professional obligation on senior managers and leaders within establishments to guide and develop the leaders of the future. This will involve opportunities to participate in or to take the lead in:

- curriculum development
- working groups – school, authority, national
- improvement planning
- school self-evaluation

- performance monitoring
- data analysis
- being mentored and mentoring others
- supporting staff, probationers and students
- leading in-school or learning partnership in-service
- parental liaison
- contact with partner agencies
- preparation for inspection, action planning and follow-through
- staff recruitment and selection
- financial and resource management
- policy and strategy development.

This list is not exhaustive but provides a range of areas in which Principal Teachers can further develop their leadership and management skills.

## **6. MONITORING AND EVALUATION**

- 6.1** Mechanisms to monitor and evaluate the effectiveness of the strategy for principal teacher development operate at both a quantitative and qualitative level.

At the quantitative level the number of teachers and Principal Teachers 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.

- 6.2** 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.
- 6.3** 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.
- 6.4** 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.

- 6.5** The overall measure of the effectiveness of Principal Teacher development 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.
- 6.6** 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.
- 6.7** 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.
- 6.8** 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.

## **7. FINANCIAL/POLICY/LEGAL IMPLICATIONS**

- 7.1** All costs will be met from within the existing CPD budget and the Management Restructuring budget provided within the Teaching Profession for the 21<sup>st</sup> Century Agreement.

## **8. RECOMMENDATIONS**

- 8.1** It is recommended that Members:

- (i) Support the initiatives and developments outlined above
- (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. Continuing Professional Development: Roles and Responsibilities, Local Negotiating Committee, 4 December 2002
2. Continuing Professional Development, SEED, 2002
3. Professional Review and Development, SEED, 2003
4. Continuing Professional Development for Educational Leaders, 2003
5. Standard for Headship in Scotland, SEED, 2003
6. Education Committee Paper - A Strategy for the Continuing Professional Development for Teachers in East Ayrshire – 14 September 2004

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