



LNCT CIRCULAR 3

CONTINUING PROFESSIONAL DEVELOPMENT

Introduction

The Prime purpose of education is to ensure that all children maximise their potential and improve their educational achievements. The government has recognised the primacy of education in terms of National Priorities and this is reflected in the importance that Glasgow City Council attaches to education at local level.

The education services department of Glasgow City Council is committed to raising standards of education in the city. A strong and successful service is essential to Glasgow's well being and future prosperity as we strive to prepare our young people for life in an ever changing society.

The department is committed fully to supporting the professional development of all its staff throughout their career. Every member of staff has a valuable contribution to make in helping all children and young people in the city maximise their potential. The professional development of staff has consistently been regarded as a key element in the drive towards continuous improvement in the education service. The commitment to the professional development of staff will ensure that we maintain and develop competence, expertise and confidence in delivering a service of the highest quality.

At national level the profile of staff development has been enhanced by the emphasis given to it within "*A Teaching Profession for the 21st Century*", the national agreement on teachers' salaries and conditions of service, and in the statement of National Priorities. Within the national priorities, the Framework for Learning priority includes explicit reference to importance of the professional development of teachers in helping to raise standards.

The national agreement requires that teachers have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development" and maintain an individual CPD record. In addition teachers are expected to meet the full commitment of an additional 35 hour per annum for CPD. Headteachers have a responsibility to promote the continuing professional development of all staff and to ensure that staff have an annual review of the development needs.

Each member of staff has an entitlement of access to appropriate continuous professional development and training opportunities. CPD is not an option but an

entitlement and requirement, and as such should be integral to the professional make up of every member of staff

There is an expectation that each school or establishment will develop and implement a plan for the professional development of all staff linked clearly to establishment development priorities and needs identified through the review process and other school self evaluation processes.

Education Services has a shared responsibility with staff in supporting identified CPD needs and, working in partnership with schools and establishments, must ensure that all staff are able to access a full range of appropriate opportunities

Key Objectives of Continuing Professional Development

All educational establishments or services should have a continuing professional development policy reflecting the purposes or key objectives of continuing professional development:

- To improve the effectiveness of learning and teaching and management at all levels, and ultimately to improve achievement of children and young people;
- To create a supportive learning culture which encourages all staff to see their own learning as a life long process based on self evaluation;
- To address the professional and personal needs of staff by providing staff with a wide range of opportunities to maintain and develop their professional expertise and competence to achieve service and development plan aims;
- To implement national and local authority policies and priorities;
- To encourage staff to reflect on their own good practice and to share this with colleagues;
- To create a climate of continuous support for staff and respect for individuals within and across services;
- To maintain and enhance staff motivation, job satisfaction and confidence;
- To ensure a suitable balance among personal, school and National priorities when monitoring each teacher's commitment to their own professional development;
- To enable focused and high quality feedback to be made to staff about their performance, about their strengths and areas for further development, and how their development needs can best be satisfied;

- To contribute to career development as a classroom teacher or school manager;
- To provide opportunities for all staff, as appropriate, to contribute to the development of departmental, team and establishment priorities, and to the professional development of colleagues

Policy and Planning Framework

There should be an effective framework for the planned and systematic management of continuous professional development in each establishment within the context of:

- National Priorities and initiatives
- The Council's key policy objectives
- The education service plan
- The establishment development plan
- Current professional needs

A close relationship exists between CPD and establishment and service planning priorities. CPD provides for the professional needs of staff and assists the establishment in taking forward the priorities in the establishment development plan.

The concept of genuine professional self-evaluation for the individual, the establishment and for the service, is a key principle in the quality assurance policy for the department and is fundamental to the success of any professional development scheme.

The department recognises that there are several methods of identifying professional development needs. Professional review is regarded as one of these methods.

Professional Review

The authority's scheme for Professional Development was previously agreed through the Joint Consultative Group and was approved by Education Committee in January 1998. The scheme has been updated to take account of the requirements of *"A Teaching Profession for the 21st Century"* and has been agreed by the Local Negotiating Committee for Teachers.

Professional review is one method whereby the development and training needs of all staff are assessed and agreed in relation to their current practice, the requirements of the school development plan, the wider and longer term need of the education service, and taking into account national priorities. The process also includes making suitable arrangements to meet professional development needs, so far as possible, within available resources.

The effective identification of staff development needs, whether these relate to current performance, contribution to the wider needs of the school, or to a teacher's career aspirations, depends not only on the quality of self evaluation undertaken by each member of staff, but also quality of the professional review.

It commences with self-evaluation of performance and future aspirations. *How Good is Our School*, and the complementary documents *How Good is My Teaching*, *How Good is My Department* will assist teachers focus on their performance.

Professional review is held annually and is now a formal requirement for teachers. It is the aspiration of Glasgow that the quality of professional dialogue between the teacher and his/her line manager will lend to the success of the process. In the review interview the self-evaluation will be complemented by a management perspective from the line manager which will draw upon such elements as the outcome of classroom observations, the quality of pupil performance and other audits conducted by the school.

The review itself will form part of, and assist in the maintenance of the teacher's CPD profile. The review of the past year will of course include the consideration of the extent to which the previously agreed CPD targets have been achieved, in addition to establishing the targets for the following year.

The profile will have two components – a CPD record in which the teacher will maintain a comprehensive and accurate record of significant professional development activities undertaken, and a CPD plan. The record will show the type or nature of the activity, dates and duration, and impact on professional practice. The CPD plan should be agreed with the line manager at the annual professional review meeting.

The authority will encourage all teachers to maintain a CPD portfolio of material and information connected with significant staff development activity together with evidence of the impact of development opportunities on their professional practice. The portfolio would remain the personal property of the teacher.

The process of professional review is designed to give all staff opportunities to:

- Engage in a process of reflection and self-evaluation;
- Ensure that on an annual basis staff have the opportunity to discuss progress and professional development needs with a line manager
- Review and evaluate progress in meeting targets and CPD outcomes and activities which have been undertaken;
- Agree annual targets for development and a CPD plan with their line manager.

Professional Activities

A wide range of activities can make contributions to the professional development of teachers. These can be undertaken at an individual or collegiate basis. In addition to collegiate activities organised at departmental, school or learning community level, the Education Authority supports a further range of opportunities and activities.

Individual Activities

- Professional review
- Focused professional reading
- On-line learning
- Personal action research
- Undertaking specific activities as "project leadership"
- Work toward accredited courses

Collegiate Activities

- Working party membership
- Participation in school committees
- Departmental/school/learning community training programmes
- Collegiate action research
- Class observation/visits to other classrooms
- Job shadowing and "on the job" learning
- Mentoring
- Use of visiting experts

Education Authority Activities

- Full range of CPD programmes (in-service courses and extended programmes)
- Professional development supported through the Glasgow Educational Network
- Nomination for external courses
- Networking support
- Induction and mentoring
- Exchange visits and educational visits
- Work placements
- Advice and consultancy
- Secondments

Roles and Responsibilities

The education services department

- Works in partnership with schools and establishments and ensures that staff are able to access a full range of appropriate opportunities
- Supports and facilitates the continuing professional development of staff through:
 - the provision of resources
 - the provision of training
 - monitoring the effectiveness of establishment implementation of CPD
 - regular communication with CPD co-ordinators in establishments.

The Head Teacher or Head of Establishment

- is committed to the promotion of continuing professional development of all staff
- operates as the lead learner in the establishment
- promotes a supportive learning climate and culture throughout the establishment
- ensures that a statement of inclusive CPD exists within the establishment
- promotes the collaborative learning of staff
- ensures job descriptions exist for all staff
- promotes effective channels of communication throughout the establishment
- communicates regularly with the CPD co-ordinator
- assigns probationer teachers to a mentor
- ensures that all staff have an annual review of their development needs

The CPD Coordinator

- ensures that staff development needs are collated and that the CPD programme is planned annually
- ensures that resources are allocated fairly taking into account the agreed needs of the school and individual members of staff
- ensures that all staff have access to information on CPD development opportunities
- liaises with principal teachers and individual members of staff
- manages the training plan for establishment
- ensures new staff receive induction training

- produces a brief annual evaluation report on the establishment training plan

The Line Manager/Reviewer

- liaises with the CPD co-ordinator
- leads and supports the development of staff
- working with staff, reviews annually the impact of staff development on teaching and learning in the school/establishment
- agrees with individual staff the annual CPD plan
- reviews the CPD needs and career development of colleagues through the professional review process.

All Staff

- are committed to continuing professional development
- maintain an accurate record of their continuing professional development
- support the professional development of colleagues
- monitor the impact of development activities on their own professional effectiveness
- through ongoing critical reflection and the review and development processes, identify strengths and development needs
- agree individual CPD plan annually.

Glasgow's CPD Framework

Glasgow has developed a framework of support for CPD. This framework which supports the continuing professional development of staff is systematic – covering as many aspects of professional development as possible – and developmental – catering for the progressive development of staff in classroom pedagogy, the learning process and in leadership and management responsibilities.

The framework has clear identifiable routeways for professional and career development but must also retain flexibility than can respond to individual circumstances and aspirations of staff. There is scope within the framework for teacher development to respond to service plan and national priorities, school development plans and the process of professional review and development. The framework is designed to ensure that professional development impacts on classroom and school practice and therefore opportunities must exist throughout the framework to draw upon existing good practice within the authority and elsewhere. Reflective action planning is regarded as an

essential element of the framework and should form part of the professional review process.

In its simplest format, the Glasgow Framework provides a structure that supports, in a progressive manner the professional development of teachers with routes that focus on teaching and learning leading teachers into the national chartered teacher programme, and on leadership and management, leading to the Scottish Qualification for Headship and beyond.

Teaching and Learning Route

- Probation Programme
- Early Professional Development
- Advancing Your Skills
- Chartered Teacher Programme

Leadership and Management Route

- Project Leadership
- Team Leadership
- School Leadership
- Strategic Leadership

The key characteristic of the framework is that it is a partnership between schools and the education authority in providing appropriate opportunities for staff to engage in meaningful and systematic professional development. Throughout, the importance of a range of activity is emphasised and in this context there is significant emphasis on mentoring, both as part of the role of the line manager in the professional review process and as a methodology in professional development (and formally required in the probation induction scheme). Partnership also applies to the delivery and accreditation of CPD programmes, between the authority and other providers.

The authority quality assures its framework, and formal recognition and accreditation is sought for various programmes within the framework.

Support for Professional Development in Glasgow

The authority has established a CPD standing committee, comprising representatives of management and the Teacher Trade Unions. It is charged with the responsibility of overseeing the provision of support for professional development and advising on major areas of professional development associated with key priorities in the education services plan.

The Educational Improvement Service (EdIS) has a key role in supporting the professional development staff. The service has a team of advisers, professional officers and development officers and has, amongst a range of duties, a clear responsibility for staff development. The service has produced an impressive range of curriculum support materials, incorporating good practice, that make an important contribution to professional development.

The service provides an extensive in-service programme that is revised and updated on an annual basis. The programme is provided centrally but many elements of the programme can be customised for local delivery. The catalogue is available on the Glasgow website and on-line booking system is being developed. Much of the current in-service programme is available during the school day but increasingly the programme will be able to be accessed on a more flexible basis with a phased reduction in the call out requirement that can often create operational difficulties for schools.

A budget for continuous professional development is devolved to all schools and educational establishments. The budget is available to support the professional development and training of all members of staff – teachers and support staff. Each year the budget may be supplemented by additional funding provided by the Scottish Executive to support national priorities, including continuing professional development. The authority retains a budget centrally to support the general in-service programme and to resource specific EA projects.

GENERATION AND DEVELOPMENT OF THE CPD PLAN

A process: not a one off event

