

ADDITIONAL GUIDANCE ON CPD

NOVEMBER 2003

ABERDEENSHIRE EDUCATION AND RECREATION

ADVICE TO ESTABLISHMENTS ON THE MANAGEMENT OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

1 INTRODUCTION

1.1 **A Teaching Profession for the 21st Century** recognised the importance of continuing professional development in enabling teachers maintain and develop skills to ensure the management and delivery of high quality experiences for learners in our schools. For all staff CPD is therefore an entitlement and obligation.

1.2 Aberdeenshire Education and Recreation is committed to identifying and facilitating high quality professional development for all of our staff. Identification of priority areas will be based on evidence drawn from a wide variety of sources including;

- School and departmental development plans
- Annual CPD plans agreed between teachers and line managers
- CPD needs of Education Officers
- CPD needs identified through the SD&R scheme
- Quality assurance arrangements and processes at school and departmental levels
- Secondary CSG meetings
- QA visits by officers to schools
- Published reports of inspections by HMIE
- Local improvement objectives
- National Priorities
- Probationer Final Profiles

1.3 These sources of evidence will be examined and prioritised at establishment and authority levels. This paper sets out the mechanisms to support the process at both levels. It should be read in conjunction with **A Framework for Continuing Professional Development** (Aberdeenshire Council, April 2003) a copy of which has been issued to all teaching staff.

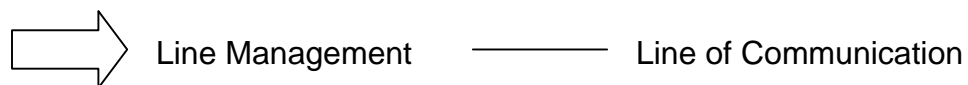
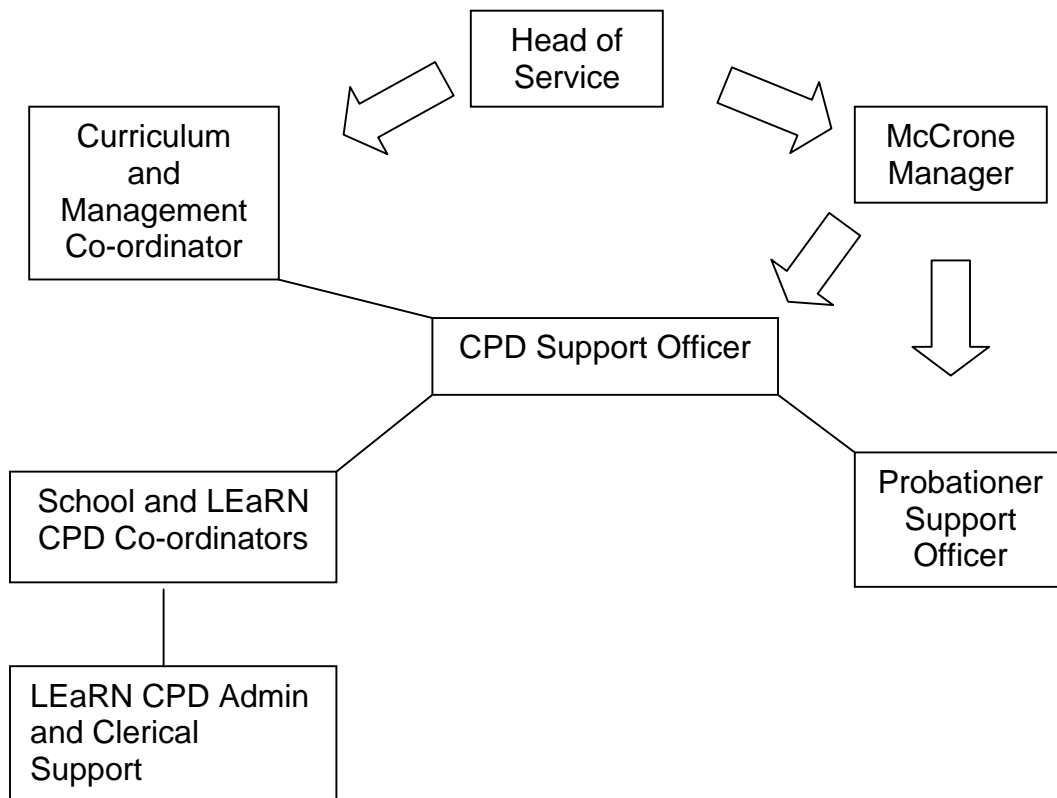
2 STRATEGIC AND OPERATIONAL ARRANGEMENTS

2.1 Two groups, the E&R CPD Steering Group and the E&R CPD Operational Group, oversee the development and maintenance of CPD arrangements.

2.1.1 The E&R CPD Steering Group, membership of which has yet to be established, will be fully representative of all those with an interest in CPD including;

- Teachers and head teachers
- Representative(s) of the professional associations
- Representative(s) of Education Officers
- Representative(s) of school-based CPD Co-ordinators
- Representatives of the authority's corporate Development and Training Unit
- The CPD Support Officer
- The School Management and Curriculum Co-ordinator (Chair)
- Representative nominated by University of Aberdeen School of Education

2.2 The E&R CPD Steering Group will report to the Head of Service (Quality Development) and through him to the Curriculum Strategy Group. The remit of the CPD Steering Group appears as Appendix 1.



2.3 The E&R CPD Operational Team, membership of which is listed below, manages the **operational** aspects of the CPD programme.

- The CPD Support Officer (Chair)

- Administrative Assistant (CPD)
- The School Curriculum and Management Co-ordinator
- A representative of the Authority's Development and Training Unit
- A Senior Education and Recreation Officer or an Education Officer
- A representative of the Professional Associations
- A school-based CPD Co-ordinator
- SfL Secondee
- Quality Improvement Officer
- 3-14 Support Officer
- Post-14 Support Officer

The remit of the Operational Team appears as Appendix 2.

2.4 The CPD Support Officer, who also has the responsibility for linking with school CPD Co-ordinators and those co-ordinating CPD at LEaRN level, directs the work of the Operational Team.

3 MANAGEMENT OF CPD AT ESTABLISHMENT AND LEaRN LEVELS

3.1 "Development needs are identified and met as near to the teacher as possible"

(A Framework for Continuing Professional Development, Aberdeenshire Education and Recreation, April 2003. Para. 1.13)

"In keeping with the principles noted in paragraph 1.13, the requirements should be met, as far as possible, by the school using the budget provided for the purpose"**(ibid. 2.10)**

3.2 Aberdeenshire Education and Recreation is committed to the principle of devolving the bulk of CPD funding to its establishments. In 2003 –2004 approximately £600,000 will be devolved for that purpose. Consequently, it is assumed that funding will be used to;

- Identify and meet CPD needs at establishment level
- Manage the process, developing processes for monitoring, record keeping and making arrangements for quality assurance
- Provide time for CPD co-ordinators to fulfil their role and, as appropriate, attend training and meetings.

3.3 The effectiveness of CPD will require effective co-ordination at Authority, LEaRN and school levels. It is recommended that all schools should have a **CPD Co-ordinator** who will manage and monitor the processes within her/his school.

A suggested list of roles for CPD Co-ordinators appears as Appendix 3.

3.4 It is anticipated that schools will wish to develop differing approaches to the co-ordination of CPD and **this advice is not intended to be prescriptive**. It does, however emphasise the pivotal role of the co-ordinator in ensuring that our staff have access to quality provision to meet their identified needs.

3.5 The importance and scope of CPD demands that responsibility for its strategic direction and management should lie with a promoted member of staff. However that should not preclude the involvement of other staff should they wish to contribute to the operation of CPD in their own schools. For example a member of staff, who may be considering a career in school management, may feel that whole school experience of CPD co-ordination may provide insight into school management.

3.6 In schools where aspects of CPD Co-ordination are shared beyond the SMT it is possible that more than one teacher may be interested. Schools may decide to involve all those expressing an interest by sharing the roles described in Appendix 3. Other schools may decide the matter should be resolved through informal interview focusing on the suggested roles as set out in Appendix 3. Where a number of staff may be interested in the role(s), arrangements should be made for those role(s) to rotate and there should be a considerable degree of “succession planning”.

3.7 While all schools will have a CPD Co-ordinator, there will be occasions when all or some schools in a LEARN will come together to collectively identify and address CPD needs. This arrangement has considerable merit allowing schools to share costs and to reduce a sense of professional isolation possibly felt by teachers in small schools. In addition planning and managing CPD at LEARN level is consistent with the Authority’s development of Integrated Community Schools. It will also promote cross-sectoral working and encourage co-operative working with other professional groups.

3.8 Consequently it is recommended that each LEARN establishes a small CPD sub-committee representing all sectors and including, as necessary, representatives of other professional groups such as Social Work and Health. This sub-group will be responsible for identifying and addressing CPD needs common to all or some of the establishments in the LEARN.

3.9 Each LEARN will decide on the most effective way of funding such provision. It may be possible to “top –slice” devolved budgets on a pro-rata basis or to charge schools for the number of staff participating in an activity organised on a LEARN basis.

3.10 LEARNs will also wish to ensure the sub-committee has access to adequate administrative and clerical support to undertake consequent tasks such as booking facilities and catering, making contact and communicating with participants and contributors etc

3.11 It is not expected that CPD co-ordination should be an “add-on” to other duties of any member of staff. Where a member of the SMT assumes the role, the head teacher should ensure that the team member has sufficient time to undertake the duties and that the responsibility for the strategic direction and management of CPD has been recognized through the job-sizing exercise. Where the role, or some aspects of it, are assumed by a teacher other than a member of the SMT it is essential that quality time is made available for it to be fulfilled effectively. The additional non-contact time should be funded from devolved budgets. It is anticipated that small schools may wish to pool at least part of their devolved budgets to co-ordinate and take forward aspects of CPD that they may have in common.

3.12 Time demands arising from CPD co-ordination are likely to vary throughout the school year and it will be important for the time available to be applied flexibly.

3.13 It is anticipated some schools will wish to appoint representative CPD Committees to assist with the co-ordination of CPD. Where this is the case the head teacher should ensure that meeting time is built into the annual working time agreement. It should be noted however that membership of such a Committee is in itself a valid and valuable CPD exercise and membership/attendance may be set against the annual 35 hour CPD requirement. Where a CPD Committee has been established the head teacher may wish to consider devolving at least part of the budget to the Committee to provide its work with greater influence and focus.

3.14 Aberdeenshire Education and Recreation is committed to devolving the bulk of its CPD funding to establishment level. Head teachers, CPD Committees and LEARNs will wish to use that money effectively in a number of ways including the following;

- Providing sufficient time for the school and/or LEARN co-ordination of CPD
- Providing time for the Co-ordinator to attend training sessions and meetings that will be called from time to time by the Authority’s CPD Support Officer
- Identifying and meeting CPD needs of staff in schools and/or LEARNs
- Meeting the **reasonable** costs of staff attending courses and other CPD activity outwith the school. In allocating the budget for this purpose care should be taken to ensure equity and openness. It is very likely that a degree of prioritisation will be required and account should be taken of the sources of information listed in paragraph 1.2

Schools should not meet the cost of Chartered Teacher modules from CPD budgets where such modules are part of a full Chartered Teacher programme. However a school may wish to provide support to meet the cost of

a single, freestanding module should that be considered the most effective way of addressing an identified and agreed CPD need.

3.15 It essential that all schools and LEARNs establish robust accounting systems to detail expenditure from CPD budgets. In September the CPD Support Officer will request from each head teacher a summary of her/his school's CPD expenditure for the previous year.

3.16 Schools are encouraged to meet identified and agreed CPD needs as near to the teacher as possible. However there will be occasions when identified needs may be met more effectively through teachers participating in CPD activities organised at Authority level. In February each year the CPD Support Officer will issue a provisional listing of Authority led courses/activities that will be available the following session(subject to demand). In May a folder including more detailed descriptors will be issued to schools. The contents of the folder will also be made available electronically via the "Wired Shire".

3.17 Schools and, where appropriate, LEARNs will also have in place robust quality assurance processes against which the effectiveness of CPD can be judged. The Authority will provide support and guidance on appropriate quality measures but in the first instance schools should be considering the most appropriate quantitative and qualitative measures. These may include;

- The numbers of staff participating in CPD activities
- The numbers participating in award bearing or accredited courses
- Details of the courses/activities attended
- The relationship between school and departmental development plans and CPD undertaken
- Satisfaction levels indicated through post-course/activity evaluation.
- Follow up sample evaluations conducted 6 months after the course/activity to ascertain any perceived benefit to classroom practice.

3.18 Senior Education and Recreation Officers and Education Officers will review schools' quality assurance arrangements and CPD records during annual QA visits to schools. The Authority will use the data from school/LEARN quality assurance processes to demonstrate the effectiveness of our policies and procedures in meeting the requirements of National Priority 2.

3.19 It is recognised that there may be a number of staff in a school with responsibility for co-ordination of some aspect of CPD. These may include;

- Student teacher Regent
- Probationer mentor(s)
- SD&R Co-ordinators
- CPD Co-ordinators

It is recommended that schools consider combining all these co-ordination roles and allocating responsibility to a single member of staff. Clearly the person carrying out those functions would require substantial time in order to do so effectively.

3.20 The uplift of CPD needs identified through the SD&R and CPD processes will be one of the most important functions of the CPD co-ordinator. Arrangements will be required at school level to ensure that all line managers conducting SD&R interviews and/or agreeing annual CPD Plans are aware of the procedures for transmission of that information to the school's CPD co-ordinator. It is essential that the Co-ordinator shares those identified needs with the school management team to inform the annual development plan and the establishment's own CPD programme for the forthcoming year. It is anticipated most of the identified needs will be met at school and/or LEaRN level.

3.21 However it is likely that there will be some that cannot be met by schools/LEaRNs from within their own resources. In that event the Co-ordinator will pass the needs to the CPD Support Officer according to the timetable set out in the Framework document.

3.22 All teachers will maintain a CPD Profile that will be used to;

- plan and agree each teacher's programme of CPD for the coming year
- act as a record of the teacher's CPD activities for that year.

The profile has been made available to schools in both paper and electronic format.

3.23 Schools will maintain a record of CPD carried out by staff as part of the contractual 35 hours per year. Teachers will have custody of their own CPD records and the information therein will remain confidential to the teacher, her/his head teacher and the school CPD Co-ordinator and should be kept secure. In session 2003 – 2004 the records may be kept in a variety of formats both paper and electronic.

3.24 During 2003-2004 Aberdeenshire Education and Recreation will be working in partnership with Aberdeen University to develop a comprehensive electronic support system which will address all stages of the process from self-evaluation and record keeping, to informing the CPD Support Officer of identified CPD needs which cannot be met at establishment or LEaRN levels.

3.25 Training for CPD Co-ordinators will be accorded high priority in the Authority's central programme from 2003-2004 onwards. Accreditation for CPD Co-ordinators will be actively pursued.

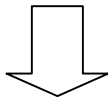
3.26 Face to face and electronic networks will be created for CPD Co-ordinators to provide peer support and as a forum for sharing good practice.

3.27 A proposed remit for CPD Co-ordinators appears as Appendix 3.

4 PART-TIME AND SUPPLY STAFF

4.1 Permanent, part-time staff also have an entitlement and obligation to CPD on a pro-rata basis. Consequently the following scale should be used to calculate that entitlement and obligation.

0.1FTE	3.5	hours per year
0.2 FTE	7	hours per year
0.3 FTE	10.5	hours per year



0.8 FTE	28	hours per year
0.9 FTE	31.5	hours per year

4.2 Staff on temporary contracts have the same entitlement to CPD as permanently employed staff. Those staff on long-term temporary contracts should agree an annual CPD plan with the appropriate line manager(s). Where the temporary contract is part -time, the teacher's CPD entitlement should be calculated according to the scale set out in the in the preceding paragraph.

4.3 Some staff who have permanent, part -time contracts may also be employed in the same school or in another school on a long – term temporary basis. Where that is the case, the hours worked should be **aggregated** and the pro – rata CPD entitlement calculated. Where the teacher is employed in more than one school it will be important that the CPD co-ordinators liaise to ensure that entitlement. It should be noted that the CPD activities identified by the teacher in her/his annual CPD plan do **not** have to be shared between schools on a pro rata basis.

4.4 CPD co-ordinators should be aware that supply teachers who have recently completed their probationary year would have, as part of their final profile, a CPD plan covering a 5-year period.

4.5 It is recognised that the CPD needs of supply staff who are employed on a short term basis may be difficult to identify and address. Aberdeenshire Education and Recreation is aware of this situation and will seek a solution. At the time of writing it is likely that the CPD needs of short-term supply staff will be addressed at Authority level. In the meantime CPD Co-ordinators should try to ensure that such staff are aware of CPD policies, practices and opportunities.

This is particularly important for short-term supply teachers employed in a school on a regular basis.

4.6 Some staff may be involved in CPD activities in excess of the additional 35 hours in any one-year. It is also recognised that some staff may have engaged in activities over the past two years in excess of the minimum 10 and 20 hours recommended by the Authority e.g. staff who have been engaged in NOF training. Such involvement is, ofcourse, voluntary but, for the trial period of session 2003/04, the additional hours worked in one year may be carried forward **to a maximum of 10 hours**. This principle recognises both the value of the additional voluntary CPD commitment and the need for all teachers to update knowledge and skills on an ongoing and regular way. This arrangement will be evaluated at the end of 2003/04.

REVISED 1 November 2003

APPENDIX 1

REMIT OF THE CPD STEERING GROUP

Membership of the Steering Group is listed in paragraph 2.1.1. The role of the group is to

1. Make explicit Aberdeenshire E&Rs recognition of the value of its staff and its commitment to their ongoing professional development.
2. Make explicit the link between CPD, National Priority 2 and appropriate Local Improvement Objectives.
3. Meet on 4 to 6 occasions each year to review all aspects of Aberdeenshire E&R CPD policies, practices and programmes.
4. Identify and recommend to the Operational Group current and future CPD priorities.
5. Have overview of quality assurance arrangements pertaining to CPD.
6. Maintain active links and involvement with the University of Aberdeen Chartered Teacher Programme.
7. Prepare 6 monthly reports for the Curriculum Strategy Group. (May and November).
8. Ensure effective co-ordination of all components of CPD including
 - Standard for Full Registration
 - Chartered Teacher
 - Standard for Headship
 - Officer training
9. Maintain effective and productive links with the corporate Development and Training Unit.

APPENDIX 2

REMIT OF THE OPERATIONAL TEAM

Membership of the Operational Team is listed in paragraph 2.3. The role of the team is to

1. Meet on a 4 – 6 week cycle to review all operational aspects of CPD practice and programmes
2. Collate and co-ordinate information provided by school CPD Co-ordinators
3. On the basis of data drawn from a wide variety of sources (see paragraph 1.2) plan annual programmes of authority-led CPD.
4. Publish details of Authority-led provision in February and May.
5. Co-ordinate and publish details of CPD activities offered on a twilight, weekend and holiday basis.
6. Maintain statistics on all relevant aspects of CPD provision.
7. Oversee all administrative aspects of CPD provision including;
 - Organisation of courses, presenters, venues etc.
 - Applications from prospective participants
 - Communication with presenters and participants
 - Budgets and other financial arrangements e.g. travelling expenses, invoicing
 - Quality assurance/evaluation
8. Maintain an overview of Aberdeenshire CPD activities contained in the National CPD Register.
9. Provide reports for the CPD Steering Group.
10. Provide support for school CPD Co-ordinators eg. through meetings, training etc.
11. Maintain effective and productive links with the corporate Development and Training Unit.

APPENDIX 3

ROLE OF THE SCHOOL CPD CO-ORDINATOR

As noted in paragraph 3.19, it is strongly recommended that co-ordination of all aspects of CPD should be carried out, wherever possible, by one person. This will help develop a “joined-up approach to CPD and may facilitate effective communication. The role of the CPD Co-ordinator may be classified under the following headings.

1. CREATING A POSITIVE CLIMATE FOR CPD

1.1 Together with the school Senior Management Team, contribute to the development of a learning community where the value of CPD is recognised and acted upon.

1.2 At establishment level adopt and promote a holistic view of CPD encompassing

- Student teachers
- Probationary staff
- Staff working towards Chartered Teacher status
- Full time and part time permanent teaching staff including the head teacher
- Long term temporary staff

1.3 Support the development and implementation of CPD policies and practices at school and LEARN levels.

2. FACILITATING THE IDENTIFICATION OF CPD NEEDS

2.1 Liaise with line managers conducting SD&R interviews and annual CPD meetings to identify and prioritise staff CPD needs.

2.2 Co-ordinate the identification and collation of teachers' CPD needs at school and, where appropriate, LEARN levels.

2.3 Liaise with the Senior Management Team to inform the CPD component of the annual development plan.

3 SUPPORTING TEACHERS ADDRESS THEIR CPD NEEDS

3.1 In co-operation with senior management and the school CPD Committee, prepare an annual programme of school-based CPD to address identified needs.

3.2 Liaise with the Authority's CPD Support Officer in relation to identified CPD needs that cannot be met at establishment level.

4 CONTRIBUTING TO THE EVALUATION OF POLICIES, PROCEDURES AND PROGRAMMES AT SCHOOL, LEARN AND AUTHORITY LEVELS

4.1 Have overview of the school's arrangements for recording and evaluating CPD activities undertaken by staff.

4.2 Attend training sessions and meetings that may be arranged by the Authority's CPD Support Officer.