Scottish Borders Council

CONTINUING PROFESSIONAL DEVELOPMENT

EDUCATION AND LIFELONG LEARNING
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Summary of recommendations

1. Every teacher must have a commitment to CPD.

2. Individual CPD plans to be agreed once a year with line manager.

3. CPD should take into account a balance between individual, departmental, whole school and national/EA priorities.

4. CPD to be linked to a Professional Review & Development (PRD) process which is simple, easy to understand and operate.

At the PRD meeting:-

- CPD record form is discussed
- Self-evaluation outcomes are discussed
- Development needs are identified
- Targets are agreed

5. Teachers to maintain a personal record of CPD. A standardised proforma to be used.

6. As the aim of Professional Review and Development is to improve the professional knowledge, skills and confidence of teachers and thereby school effectiveness, there must be a link to development planning.

7. After full consultation with staff, an annual programme of in-service days activities must be drawn up.

8. Every secondary school to appoint a CPD Co-ordinator and each cluster primary group to elect a CPD Co-ordinator (see Annex 5 for remits).

9. A central CPD Management Group drawn from schools and the EA is established to:

- Development quality assurance procedures
- Recommend commercially available CPD activities
- Share management practices relating to CPD issues
- Oversee arrangements for LA in-service days and authority wide meetings of PTs/Stage Heads
- Oversee CPD funding

10. CPD funding will be split between individual teachers, school and E.A.

11. To enable the co-ordination of in-service opportunities on local and national initiatives, all in-service days to fall on the same days for all schools.

12. An element of flexibility in the arrangements for additional 35 hours to allow some of the hours to be met within the 35 hour week with an agreed pay back.
**Working Definition of CPD**

“The maintenance and enhancement of knowledge, expertise and competence of professionals throughout their careers to a plan formulated with regard to the needs of the professional, the employer, the profession and society.”

Madden and Mitchell (1993) University of Bristol

**Functions of CPD**

- Maintaining existing professional knowledge and skills
- Updating and extending the professional’s knowledge and skills
- Developing professional effectiveness and increasing job satisfaction

**Characteristics of CPD**

**Effective CPD should**

- Update skills and knowledge on a continuing basis
- Involve a sustained, structured and systematic approach
- Involve self-directed learning and development
- Involve the creation of a plan
- Take into account needs of the individual and the organisation
- Develop personal professional effectiveness

J Wilson (1999)
Continuing Professional Development (CPD)
PRINCIPLES

The following principles, based upon the National Agreement are central to taking forward development in CPD.

“CPD should be a condition of service including every teacher having a commitment to CPD, with individual CPD plans agreed once a year with immediate manager, and teachers maintaining a personal record of CPD”.

A teaching profession for the 21st Century – agreement reached following the recommendations made in the McCrone Report. (Page 17 4.1 bullet 3).

- Teachers in every school should have access to a range of activities, which progress, assist or enhance their professionalism
- CPD activities should have a positive and direct impact on teaching and learning
- All CPD activities should be subject to quality assurance.
- A central CPD Management Group will monitor quality assurance process of CPD activities
- A Professional Review and Development process should underpin CPD activity.
- A simplified and streamlined Professional Development and Review process to be implemented fully by all schools (see below)
- A standardised CPD record to be produced, which is straightforward, simple to use and links directly into the regular monitoring and evaluation of the work of the school.
- It is the personal responsibility of all staff to keep a C.P.D. record.
- All staff should have access to information on available CPD activities, locally and nationally.
- Central CPD Management group to provide up to date information, i.e. reading lists, accredited courses etc.
- Financial support for personal CPD activities is only available for CPD activities agreed as an outcome of the Professional Development and Review process.
- Financial support for additional CPD activities must be linked to the development plan
- CPD activities must support individual, school and Education Authority development.
Link to Development Planning

The aim of Professional Review and Development is to improve the professional knowledge, skills and confidence of teachers leading to improvements in school performance. Consequently, the PRD process must be linked to and informed by the school and departmental plans.

The Reviewees and the Reviewers must consider development plan priorities when CPD plans are agreed. *(See Annex 4 for suggested timeframe for CPD and PRD)*.

Evaluation

As part of an annual evaluation of CPD provision, staff should be given the opportunity to comment on the quality of Professional Review and Development. This evaluation should be the responsibility of the CPD co-ordinator.

35 hour working week

Any additional hours of CPD activity undertaken within the 35 hour working week and during non contact time e.g. observing other people teach, can be recorded as part of CPD as long as displaced activities are carried out within the additional 35 hours.

Part time staff

- Part time staff to select appropriate in - service in consultation with line manager
- CPD time should be used to augment in - service time

In – Service days

After full consultation with all staff, an annual programme of in-service must be made available. The programme for the coming year must be drawn up after review of school development plan and identification of priorities for the coming session.

Every school will have 5 inset days per year to be allocated to the following functions:-

- Education authority / national priorities - 1 day
- Whole school development work – 1 day equivalent
- Department and stage development work within school – 1 day equivalent
- Review of school development plan and departmental development plans and self evaluation process using HGOIS – 1 day
- Preparation and admin – 1 day

Recommendation

To enable the co-ordination of maximum in-service opportunities on local and national initiatives, in-service days should fall on the same dates for all schools.
35 hours Continuing Professional Development (CPD)

Establishment of CPD

The establishment of CPD for individual members of staff will be based upon Professional Review and Development processes as outlined elsewhere in this report. CPD will be the responsibility of the individual member of staff and will take into account a balance between individual, whole school departmental and national priorities and should be agreed annually. Each school will appoint a CPD Co-ordinator.

Range of Activities

The activities that constitute CPD can be very wide. “A Framework for Professional Review and Development” (2002) sets out the following list:

- Activity related to achieving national standards (initial Teacher Education standard, SFR, CTS, SQH)
- 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 and research
- Mentoring/supporting colleagues
- Curricular planning/development
- Management and leadership development opportunities
- Teacher placement
- Working with others
- Working with parents
- Any other activity agreed as part of the professional review and development process

The above is not set out as an exhaustive or prescriptive list. Increasingly, CPD will be made available electronically.

Providers

The General Teaching Council for Scotland (GTCS) will publish a register of providers. However, CPD can be provided in school, by EA-based staff or by national providers drawn from both the public sector (e.g. LTScotland) and private sector (consultants).
Record Keeping

The sub-group recommends a standardised method of record keeping to be used across the whole authority. (Annex 1). This common approach will establish a baseline for equality and fairness and be of practical benefit on those occasions when staff move from one establishment to another.

“A Framework for Professional Review and Development” (2002) suggests that those staff intending “to enter the Chartered Teacher programme will be required to provide a portfolio of evidence of the impact of development opportunities on their professional practice.” (p.6). Please refer to “A Framework for Professional Review and Development” (2002) for further details – in particular, the exemplar CPD framework: “Building Excellence.”

Finance

- CPD funds
- remain “ring-fenced”,
- are accounted for separately from other budgets
- their volume and use is published to all staff.

(See Annex 3)
PROFESSIONAL REVIEW AND DEVELOPMENT FRAMEWORK

The national agreement 'A Teaching Profession for the 21st Century' requires that "teachers shall have an ongoing commitment to maintain their professional expertise through an agreed programme of CPD "and that" every teacher will have an annual CPD plan agreed with his/her immediate manager and every teacher will be required to maintain an individual CPD record". Headteachers have a responsibility "to ensure that staff have an annual review of their development needs".

The SEED have produced a paper entitled 'A Framework for Professional Review and Development' (2002). The recommendations in this paper form the basis of the recommendations of this group regarding replacing the current Staff Development and Review with a new system.

A key principle of the new system is that arrangements are simple, with minimum bureaucracy. The process must be easy to understand and operate. The main elements of the new system are as follows.

CPD Record

All teachers should maintain an accurate and comprehensive record of professional development activities undertaken. The suggested format is attached as Annex 1.

The CPD plan should be agreed with the line manager at the annual Professional Review and Development meeting. The plan should indicate targets and the development activities agreed by the reviewer and reviewee to be undertaken in the following year in line with school/department and local/national priorities. Account should be taken of the reviewee's progress against previously agreed targets and her/his proposals to address needs she/he has identified.
Professional Review and Development Meeting

This should take place once each year and should involve the teacher and her/his line manager.

The meeting should last no more than one hour and may be counted against the 35hrs additional CPD. Preparation for PRD may also be counted against 35 hours CPD.

Before the meeting

- Reviewee completes CPD record and simple self evaluation form (based on form used in current Staff Development and Review).
- CPD record to reviewer one week before review meeting
- Reviewee and reviewer reflect on:
  - progress made towards meeting targets
  - possible future development needs

At the meeting

- Self evaluation outcomes and CPD record are discussed
- Development needs are identified and discussed (shared in confidence)
- The reviewer to recognise good performance and make clear to teachers they are valued and appreciated. Success to be celebrated.
- Targets agreed by reviewee and reviewer to reflect individual, school and local/national priorities
- CPD plan is agreed and drawn up to include staff development activities known at time of meeting.

After the meeting

- A copy of the CPD plan is passed to the CPD Co-ordinator to ensure in consultation with Senior Management and CPD group, a whole school overview of the implications which individual needs might have on the whole school planning process and CPD funding arrangements.
- Reviewee to negotiate staff development activities with CPD Co-ordinator
- The reviewee to continue to reflect on progress and to consider the effectiveness and impact of professional development activities undertaken.

Disagreement and Appeal

If there is disagreement between reviewee and reviewer, there is a two stage system of appeal –

1. To the head teacher of the school
2. If still not satisfied, to the SBC CPD Management Group.
CENTRAL CPD MANAGEMENT GROUP

1. A central CPD management group will be formed.

REMIT

- as appropriate, liaise with the Local Negotiating Committee for Teachers to agree an Annual Implementation Plan.
- consult and liaise with EA representatives re National and EA initiatives and associated SD funding to ensure that all SD and CPD funding is coherently and strategically managed.
- review previous year’s CPD Activity
- develop quality assurance procedures which can be applied to all in-school and EA in-service (process and content) so that the effectiveness of CPD provision can be ascertained and developed
- research, evaluate, recommend commercially available SD courses and SD resources eg texts, software, subject/stage special material which reflect school, local authority/National initiatives so that SD and CPD activities are of a consistently high standard and reflect current thinking
- oversee arrangements for Education Authority in-service days to support and promote the development of LA and National priorities
- share management practices relating to CPD issues, in-school in-service and Professional Review and Development so that effective practice can be shared and developed
- liaise with the LNCT to co-ordinate the implementation of the Chartered Teacher Programme and Management Programmes as more information becomes available so that CPD provision is coherently managed
- investigate and seek accreditation status for LA and in-school CPD activities to establish routes into Chartered Teacher/Management Programme
- oversee arrangements for PTs/Stage meetings across the authority so that subject/stage developments are supported
- advise on allocation of CPD budget
- co-ordinate attendance at and feedback from national conferences
- openly communicate with all establishments/individuals what is available financially and how this is allocated so that all are informed and aware
- publish a programme of L.A. CPD
- review use of Inset days
**Composition**

- 9 CPD co-ordinators secondary (1 from each school)
- 9 CPD cluster co-ordinators primary (1 from each cluster group)
- 2 Heads of Service
- 1 Quality Improvement Officer
- representation from local authority groups with responsibility for taking forward EA and National Initiatives

**Frequency of Meetings**

- 1 per term
- additional meetings scheduled at key stages in development planning and financial cycle

**Funding**

- to come from CPD budget
CPD RECORD AND PLAN

Name: ______________________  School: ______________________  Session: ____________

<table>
<thead>
<tr>
<th>Agreed Targets</th>
<th>Agreed Development Activities</th>
<th>Duration</th>
<th>Date</th>
<th>Outcome/Impact of Activities</th>
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Reviewer’s Signature: ______________________  Date: _________________  Date: _________________

Reviewee’s Signature: ______________________
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<thead>
<tr>
<th>HGIOS Standard for Full Registration</th>
<th>New Beginnings (Probation)</th>
<th>Next Steps (Main Grade Teacher)</th>
<th>Next Steps in Teaching and Learning</th>
<th>Next Steps in Management</th>
<th>SQH Candidate</th>
<th>Developing Higher Still (all Teachers)</th>
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<tbody>
<tr>
<td>Curriculum</td>
<td>Knowledge appropriate delivery Planning Working with Colleagues</td>
<td>Developing materials Develop cross-curricular links</td>
<td>Introduction to Timetabling, Write, manage materials</td>
<td>Curricular management, Effective Timetabling</td>
<td>Unit 1: The Standard</td>
<td>Individually planned activity could include:</td>
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<tr>
<td>Attainment</td>
<td>Attainment in course work</td>
<td>Raise attainment: effective tracking Seek continuous improvement</td>
<td>Target Setting, Understanding and Implementing Improvement Strategies</td>
<td>Monitor and evaluate attainment. Lead initiatives.</td>
<td>Unit 2: Manage Core Opportunities</td>
<td>Attendance at conferences</td>
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<tr>
<td>Learning and Teaching</td>
<td>Teaching methodologies</td>
<td>Teaching methodologies: improving the quality of the teaching process. ICT to support L&amp;T Experienced in Assessment Techniques</td>
<td>Evaluating teaching and learning policy, Assuring quality</td>
<td>Manage change Monitor and evaluate Support colleagues Manage Learning and Teaching Propose and Lead appropriate strategies</td>
<td>Unit 3: Manage School Improvement</td>
<td>Planning conferences</td>
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<tr>
<td>Ethos</td>
<td>Positive classroom atmosphere. Whole School participation</td>
<td>Value relationships Positive Atmosphere – whole school/class</td>
<td>People skills, Managing conflict, Working with External Agencies</td>
<td>Maintain and where necessary improve positive ethos Manage People</td>
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<td>Resources</td>
<td>Use of resources ICT</td>
<td>Effective use of resources Effective communication ICT Seek/use information and solve problems</td>
<td>Recruitment and selection ICT</td>
<td>Encourage team working and effective use of ICT Manage Resources and Finance</td>
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<td>ML &amp; QA</td>
<td>CPD/Self Evaluation Development Planning Leadership</td>
<td>Contribution to school development plan</td>
<td>Effective leadership Development Planning CPD Implementing the Development Plan S&amp;Q Reports Support for other colleagues</td>
<td>Manage Policy and Planning Manage CPD Assume responsibility for aspects of Development Plan</td>
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<td>CPD</td>
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- UNIT 1: THE STANDARD |
- UNIT 2: MANAGE CORE OPPORTUNITIES |
- UNIT 3: MANAGE SCHOOL IMPROVEMENT |
- UNIT 4: LEADERSHIP COMPARATIVE STUDY
FUNDING DISTRIBUTION

- £100 per teacher for individual use

- £100 allocated to the school per teacher to support whole school CPD priorities to be managed by Senior Management Team and CPD Group.

- £44 per teacher to central CPD Management Group to support EA and national priorities.

Teachers can be allowed a one-year carry over of funds. Thereafter, funds will be placed at the discretion of whole school CPD activities. The actual amounts will vary depending on resources available. The sums here reflect current 2002/03 budget.
**Time Framework for CPD & PRD**

August → June

- in-house, external and personal CPD activities.

February

- review development plan

March

- work on production of new development plan
- evaluation of in-house CPD activities
- full consultation with staff re in-house CPD provision for next cycle linked to SDP priorities
- full consultation with staff re use of in-service days linked to SDP priorities
- Professional Review & Development meetings with line manager commence
- Compilation CPD plans agreed
- Whole-school CPD programme
CPD CO-ORDINATOR – SECONDARY

Remit:

- Attend Central CPD Management Group
- Liaise with PTs & SMT re CPD needs identified in PRD
- Disseminate information on CPD activities and resources to all staff and individuals
- Chair school CPD group and with members:
  - Oversee use of CPD individual funding
  - Assist individuals and line managers to identify and access appropriate CPD
  - Agree allocation of CPD funding for whole school priorities as identified in SDP or during school year
  - Decide about requests from individuals for additional funding
  - Consult with staff on CPD provision for next cycle linked to SDP priorities and produce an annual CPD plan
  - Monitor and evaluate effectiveness of CPD programme
- Link, where appropriate, CPD budget and SD budget in DSM
- Liaise with and provide information and reports to headteacher
CPD PRIMARY CLUSTER CO-ORDINATOR

Remit

- Attend Central CPD Management Group
- Liaise with cluster primary schools re CPD needs identified in PRD
- Liaise with cluster headteachers re joint funding for cluster CPD events
- Assist individual schools and line-managers to identify and access appropriate CPD.
- Consult with cluster schools on CPD provision for next cycle linked to SDP priorities and produce an annual CPD cluster plan
- Monitor and collate schools’ evaluations of effectiveness of CPD programme