

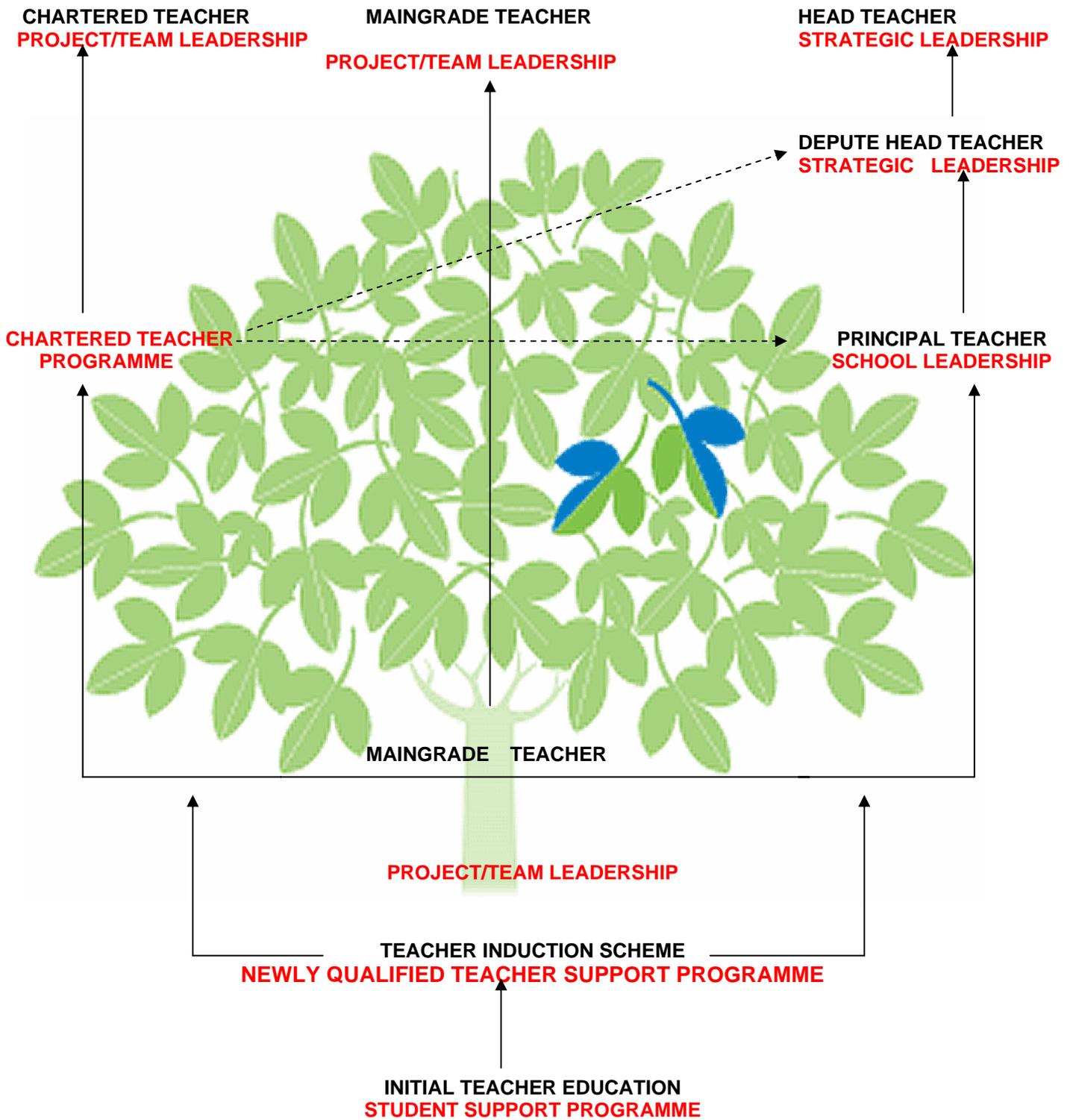
EAST RENFREWSHIRE LNCT AGREEMENT

FRAMEWORK FOR CONTINUING PROFESSIONAL DEVELOPMENT

April 2009 (Revised)

EAST RENFREWSHIRE COUNCIL
EDUCATION DEPARTMENT

FRAMEWORK FOR CONTINUING PROFESSIONAL DEVELOPMENT



Introduction

1. The national agreement, 'A Teaching Profession for the 21st Century', placed a new emphasis on the continuing professional development of all teachers.
2. CPD 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 environment.

CPD Framework

3. The CPD framework aims to support the process of Professional Review and Development by outlining a progressive set of development opportunities designed to meet the needs of teachers with differing levels of experience, and at different stages of their careers.
4. East Renfrewshire has developed a framework that provides a structure to support, in a progressive manner, the professional development of teachers. Although illustrated below as two pathways, these are not entirely separate and distinct. It is perfectly possible for a teacher to move from the Teaching and Learning pathway to the Leadership and Management Pathway and vice versa.

Teaching & Learning

- NQT Induction Programme
- Early professional development
- Project/Team Leadership
- Chartered Teacher Programme

Leadership & Management

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

5. Certain components are common to both pathways. For example, teachers at any level may undertake Project or Team Leadership as a developmental activity.
6. A description of the nationally recognised educational leadership framework is contained in the appendix to this document. The framework is intended to provide the means of promoting professional development, and is not intended as a structure for managing schools.

CPD Website

7. Professional development activities which complement the framework can be accessed through East Renfrewshire Council's CPD website. This can be accessed through the CurricuLinks site, Links for Teachers or directly at <http://eastrenfrew.cpdservice.net/>

Initial Teacher Education

8. East Renfrewshire Council's Education Department is committed to the support of student teachers and actively encourages schools to offer training placements across the range of stages and qualifications. Professional development activities are made available to student teachers by their placement schools.

Teacher Induction Programme

9. During the year of their probationary placement in East Renfrewshire Schools, newly qualified teachers are guaranteed access to a comprehensive programme of in-service training.
10. The programme runs from August until June each year and consists of core sessions, at which attendance is compulsory, and optional twilight sessions. In addition, schools provide a complementary in-house staff development programme for newly qualified teachers.
11. The authority's core sessions cover topics such as classroom management and organisation, managing self, learning and teaching styles, reporting to parents, raising attainment and current national developments in education.
12. The voluntary sessions cover topics such as leadership, learning support in primary and secondary schools, monitoring and tracking pupil attainment, and self evaluation.
13. An allocation of 0.3 non-class commitment allows newly qualified teachers to attend the mandatory sessions and to be supported by their mentor teacher in school.
14. A menu of opportunities is provided at a 'welcome' meeting prior to the start of the session and this is reviewed at the end of every year, having been evaluated on an on-going basis after each training session. Account is taken of feedback when planning the programme for the following year. Newly qualified teachers have access to an East Renfrewshire secure chatroom where they can share experiences and discuss issues with colleagues. Teachers are also supported by a named mentor in school for the duration of their training year.
15. Probationer teachers who are not in the induction scheme but are working towards achieving the Standard for Full Registration by the alternative route are able to attend the twilight CPD sessions for newly qualified teachers. Attendance at the core sessions is in the gift of the school in which they are working and probationer teachers should request permission to attend from their line managers.
16. At any time during their placement, newly qualified teachers have access to a quality improvement officer from the Education Department who is a named contact and with whom any issues can be raised.

Maingrade Teachers

17. The framework for CPD provides a variety of development opportunities for teaching staff. These are registered electronically on the CPD website to which all teachers have access, both at school and at home. Teachers are offered a variety of CPD activities and are encouraged to share this learning with colleagues.
18. The choice of activities is determined by the requests noted from school plans, individual teachers' requests which have been raised at PRD meetings and any national or local initiatives which are introduced outwith the planning cycle.
19. Advice is available on self-directed learning, project and team leadership and appropriate courses are on offer throughout each year. In addition, teachers are encouraged to undertake projects within their school, the results of which will be published in a series of authority reports on good practice. These are likely to focus on Chartered Teacher practice, Action Learning Sets and GTCS Professional Recognition activities. Maingrade teachers are also offered the opportunity to train as mentors.

20. In Year 2 (the year following satisfactory completion of the Standard for Full Registration) of the main grade teacher's career, teachers are invited to attend a Year 2 teachers' forum to share good practice and determine future development needs. A programme of CPD opportunities is on offer to Year 2 teachers as an outcome of these meetings. Each Year 2 teacher should have a named person within his or her school to act as a mentor.
21. In the following years, teachers have access to further CPD opportunities such as work shadowing, secondments, project management training, membership of local or national working groups in addition to CPD activities related to personal needs, and local and national developments.

Supply Teachers

22. A programme of regular meetings and CPD activities is on offer to the pool of permanent supply teachers. These activities are matched to individual needs to ensure that skills, knowledge and practice are current. Opportunities are also made available to supply teachers on temporary contracts and who work in East Renfrewshire on a regular basis.

Chartered Teachers

23. Teachers who meet the qualifying criteria for Chartered Teacher status are supported in undertaking modules by their schools and the Authority. Self help groups run across the Authority and teachers who are progressing through the programme or have achieved Chartered Teacher status are invited and encouraged to support colleagues who are embarking on the programme.
24. Chartered Teachers are invited to deliver CPD sessions either in schools or in the wider education community, such as at the Chartered Teachers' Conference or the Returning to Teaching courses. The Authority's CPD Co-ordinator maintains a database of Chartered Teachers and their specific areas of expertise so that good practice can be shared.

Principal Teachers

25. Advice and support is offered to substantive and aspiring Principal Teachers. Staff are encouraged to lead projects in their schools and to embark on team leadership projects. Specific training is offered to support staff in undertaking this. A variety of providers is accessed for this purpose.
26. Assistance with further career development is available for staff aspiring to Depute Head Teacher positions. They can access suitable training opportunities, such as monitoring and evaluation, giving feedback to colleagues or establishing a reflective ethos, through the Leadership and Management Development programme.
27. Within the secondary sector, opportunities are available for subject teachers to attend Subject Support Groups, to contribute to the agenda for these and to share good practice. Within the primary/pre five sectors, opportunities are also available for Principal Teachers to attend forum meetings, to contribute to the agenda for these and to share good practice.
28. An induction programme for newly appointed Principal Teachers is available within schools.

Depute Head Teachers

29. Depute Head Teachers and aspiring Depute Head Teachers are offered a selection of leadership and management development opportunities, including those which will lead to achieving the Standard for Headship. Training activities are provided by the Authority, by universities and accredited business partners. These include management training in media handling, budget and finance, personnel, health and safety, and education and the law.

30. Opportunities are available for Depute Head Teachers to attend sector specific DHT meetings, to contribute to the agenda for these and to share good practice.
31. Further career development involves staff who are aspiring to Head Teacher positions to begin accessing suitable CPD opportunities such as, strategic leadership, personal coaching or reflective management, all of which are available in the Leadership and Management Development programme. Additional activities, such as taking part as a team member in thematic reviews, are also available.
32. An induction programme for newly appointed Depute Head Teachers is available within schools.

Head Teachers

33. Head Teachers are offered a variety of CPD opportunities such as, leadership and management training, work placements in business, delivery of SQH support for colleagues, Field Assessor training for the SQH programme, training as Associate Assessors for HMle, temporary shadowing or exchange placements in other schools. Other opportunities might involve a temporary secondment to the education department for a specific purpose, leading an authority working group, researching practice across the authority, membership of departmental working groups, membership of a Standards and Quality Review team and assisting with taking a closer look at the work of a school or delivering staff development to teachers from other schools.
34. An induction programme for newly appointed Head Teachers is available within the Education Department.

Supporting Documentation

35. The framework should be read in conjunction with the following documents, all of which are located on the CPD website. The website can be accessed through the CurricuLinks site at Links for Teachers, or directly at <http://eastrenfrew.cpdservice.net/>

East Renfrewshire's:

Professional Review and Development: Scheme for Teaching Staff
Professional Review and Development: Procedures for Head Teacher Reviews

The Scottish Executive series:

*Continuing Professional Development
Standard for Chartered Teacher*
*Professional Review and Development
Standard for Headship in Scotland*
Continuing Professional Development for Educational Leaders

April 2009 (Revised)

APPENDIX

A FRAMEWORK FOR EDUCATIONAL LEADERSHIP

This framework is based on the notion of professional progression in educational leadership through four broad levels. The framework is intended to provide a means of promoting professional development and is not intended to provide a structure for managing schools:

Project Leadership

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 related to curriculum development or supporting pupils' learning, or through a small school-based research project.

Team Leadership

For teachers who, in addition to leading small-scale projects, have regular responsibility for leading either teams of staff or task groups/working parties. 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.

School Leadership

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.

Strategic Leadership

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.

(Continuing Professional Development for Educational Leaders, Scottish Executive, 2003)