LNCT circular 3

Local Negotiating Committee for Teachers

Continuing Professional Development

I. INTRODUCTION

1.1 The prime purpose of education is to ensure that all children and young people maximise their potential and improve their educational achievements.

1.2 Education Services is committed to raising standards of education in the city. This is essential to Glasgow's future prosperity as we strive to prepare our young people for life in an ever changing society.

1.3 Education Services is committed fully to supporting the professional development of all staff throughout their career. Every member of staff has a valuable contribution to make in helping all children and young people to maximise their potential. The professional development of staff has consistently been regarded as a key element in the drive towards continuous improvement and raising standards. 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.

1.4 Nationally, the profile of staff development has been enhanced by the emphasis given to it within A Teaching Profession for the 21st Century and the national agreement on teachers' salaries and conditions of service. More recently Teaching Scotland's Future has further emphasised the need for career-long teacher development.

1.5 From August 2014, The General Teaching Council for Scotland (GTCS) will introduce Professional Update for all teachers. Teachers are required to maintain their professional expertise through an agreed programme of continuing professional development and maintain an individual CPD portfolio of professional learning. 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.

1.6 Each member of staff has an entitlement to access appropriate professional development and training opportunities throughout their career. CPD is not an option but an entitlement and requirement. As such it should be integral to the professional make up of every teacher.

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

1.8 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.

2. KEY OBJECTIVES OF CONTINUING PROFESSIONAL DEVELOPMENT

All educational establishments or services should have a continuing professional learning policy which reflects the purposes or key objectives of Education Services' policy.

- To improve the effectiveness of learning, teaching and management at all levels, and ultimately to improve achievement of all 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 support staff to achieve Professional Update.

- To address the professional and personal needs of staff by providing a wide range of opportunities to maintain and develop their professional expertise and competence to achieve improvement 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 met;

- To contribute to career-long development;

- 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.

3. POLICY AND PLANNING FRAMEWORK

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

- National and local priorities;

- The Council's key policy objectives;

- Education Services' priorities;

- The establishment improvement plan;

- Current professional needs.

3.2 A close relationship exists between professional development 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 improvement plan. Authority CPD activities should be uploaded to CPD manager prior to the start of the academic session.

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

3.4 Education Services recognises that there are several methods of identifying professional development needs. Professional Review is one of these methods.

4. PROFESSIONAL REVIEW

4.1 The authority's scheme for Professional Development was previously agreed through the Joint Consultative Group and 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. The scheme was updated in March 2014 to take account of Professional Update.

4.2 Professional Review is one method whereby the development needs of all staff are assessed and agreed in relation to their current practice, the requirements of the establishment improvement plan, the wider and longer term need of Education Services and national priorities. The process also includes making suitable arrangements to meet professional development needs, so far as possible, within available resources.

4.3 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. The effective identification of development needs starts with self-evaluation of performance and future aspirations. Appropriate GTCS Standards and other evaluative tools including *How Good is Our School?* should be used as part of this process.

4.4 The Professional Review conversation is held annually and is now a formal requirement for teachers. It is the aspiration of Glasgow City Council that the quality of professional dialogue between the teacher and reviewer will lend to the success of the process. In the review conversation, the self-evaluation will be complemented by a management perspective from the reviewer which will draw upon such elements as the outcome of classroom observations, the quality of pupil performance and progress and other audits conducted by the establishment.

4.5 Agreed outcomes at review will form part of, and assist in the maintenance of the teacher's CPD portfolio. 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.

4.6 Professional Update requires every teacher to self-evaluate using the GTCS standards. Each teacher should reflect on the impact of any CPD activities which have been undertaken and maintain a portfolio. The sharing of this reflection will facilitate engagement with Professional Update.

4.7 Professional Update requires all teachers to maintain a CPD portfolio of information on significant staff development activity and the impact on this activity on their professional practice. The portfolio would remain the personal property of the teacher.

4.8 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 reviewer;
- Review and evaluate the impact of professional development activities;
- Agree annual targets for development and a CPD plan with their reviewer.

5. PROFESSIONAL DEVELOPMENT ACTIVITIES

5.1 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, Education Services supports a further range of opportunities and activities.

5.2 Individual Activities

- Professional review;
- Focused professional reading;
- On-line learning;
- Personal action research;
- Work toward accredited courses.

5.3 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.

5.4 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.

6. ROLES AND RESPONSIBILITIES

6.1 Education Services

- Works in partnership with schools and establishments and ensures that staff are able to access a full range of appropriate opportunities;
- Supports and facilitates continuing professional development of staff through:
  - the provision of resources;
  - the provision of training;
  - monitoring engagement with the PRD process as part of the annual Quality Assurance programme;
  - regular communication with Staff Development coordinators in establishments;
  - Annually update the information on all supply/temporary teachers in Glasgow and communicate to these teachers the arrangements by which they engage in the PRD process and Professional Update as a Glasgow City Council employee.

6.2 The Headteacher 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 Staff Development Coordinator;
- assigns probationer teachers to a mentor;
- ensures that all staff have an annual review of their development needs;
- monitors PRD engagement and quality within their establishment as part of Quality Assurance process;
- facilitates reviews for supply staff, as appropriate.

6.3 The Staff Development 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 reviewers and individual members of staff;
- manages the training plan for the establishment;
- ensures new staff receive induction training;
- produces a brief annual evaluation report on the establishment training plan.

6.4 The Reviewer

- liaises with the Staff Development 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 the annual CPD plan with individual staff;
- reviews the CPD needs and career development of colleagues through the professional review process.

6.5 All Staff

- are committed to continuing professional development;
- maintain a portfolio of impact, supported by self-evaluation;
- 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.

7. GLASGOW'S CPD FRAMEWORK

7.1 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.

7.2 The framework has clear identifiable routeways for professional and career-long learning. It must also retain flexibility than can respond to individual circumstances and aspirations of staff.

7.3 There is scope within the framework for teacher development to respond to service plan and national priorities, school improvement 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.

7.4 A key characteristic of the framework is that it is a partnership between establishments 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. There is significant emphasis on mentoring, as part of the role of the reviewer in the 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 Education Services and other providers. Education Services quality assures its framework, and formal recognition and accreditation is sought for various programmes within the framework.

8. SUPPORT FOR PROFESSIONAL DEVELOPMENT IN GLASGOW

8.1 The Staff Development Strategy Group is charged with the responsibility for monitoring and evaluating implementation of staff development policy and strategy including the annual surveys of PRD; making recommendations for improvements in policy and strategy to the Education Improvement Group; and assuring the quality of staff development provision.

8.2 The Educational Improvement Service (EdIS) has a key role in supporting the professional development staff. The service has a team of QIOs 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.

8.3 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 Online website and on-line booking system is established.

8.4 While some of the in-service programme is available during the school day, 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.

8.5 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.

GENERATION AND DEVELOPMENT OF THE CPD PLAN

A process: not a one off event

Timeframe	Personal circumstances	Development plan and professional review	Issues arising from analysis of pupil performance or Education Scotland Reports
April - May		**School/departmental improvement plan**	
June - September		**Professional Review** Takes account of improvement plan Personal professional development **CPD Plan** And on-going record of CPD	
August	**Appointment** of new member of staff (substantive or long term cover) **Professional Review** of development needs		**Annual review of performance**
September - October *and ongoing through he year.*	**Appointment** of new promoted member of staff; Induction etc. or Long term supply during the course of the year		**Action Plan** prepared by school aimed at improving performance (with **CPD implications** for staff) **Education Scotland action plan**
June - September		**Annual Professional Review meeting**	