

EAST AYRSHIRE COUNCIL

LOCAL NEGOTIATING COMMITTEE - 4 DECEMBER 2002

CONTINUING PROFESSIONAL DEVELOPMENT : ROLES AND RESPONSIBILITIES

Report by Director of Educational and Social Services

1. PURPOSE

- 1.1** To describe the roles and responsibilities of participants in the Continuing Professional Development (CPD) process.

2. BACKGROUND

- 2.1** The general conditions for the operation of CPD, including CPD for probationers were agreed by the East Ayrshire Joint Negotiating Committee for Teachers at its meeting of 23 October 2002. These agreements were circulated to establishments on 25 October 2002. Reference should be made to these documents for further information.
- 2.2** This paper applies to all staff employed on teachers' conditions of service.

3. ROLES AND RESPONSIBILITIES

- 3.1** The overall approach to CPD is one that recognises the role of the teacher and the need to engage in reflective professional discussions. The range of experiences that contribute to teacher development is very wide and should be recognised as anything that has been undertaken to progress, assist or enhance a teacher's professionalism.

3.2 Individual Teachers

Every teacher will engage in Continuing Professional Development and the associated staff development and review process. There is an individual entitlement to a formal staff development and review discussion between the teachers and their line manager that will take place at least once in every academic session. Individual teachers may have more than one discussion per session by mutual agreement with their line manager.

This staff development and review discussion will be based upon a review of the previous session's CPD record; an analysis by the teacher of their own development needs; the teacher's career aspirations and the national, local and school improvement priorities operating at the time together with any other relevant information. This discussion will result in a CPD Plan which will be agreed between the teacher and their line manager. The CPD plan may contain activities that can be undertaken in the working week, or which may be

undertaken in the additional annual 35 hours. In order to count towards the 35 hour contractual commitment, however CPD must be undertaken in addition to the 35-hour working week. The timing of any CPD must be agreed in advance with managers.

All teachers should maintain a CPD Profile in the folder provided by the Authority for this purpose. The Profile will cover the current year and where appropriate the previous two years. It will comprise a CPD Plan indicating the development objectives and development activities agreed during the annual review. It will also include an up-to-date record of CPD activities undertaken and will use the format given in the circular agreed by the East Ayrshire Joint Negotiating Committee for Teachers, or such other format that has been agreed within the establishment or service. Schools may choose to collate information about the CPD undertaken by their teachers for research purposes or for reasons of quality assurance.

The record (see appendix to East Ayrshire LNCT Circular 2 issued in October 2002) will include brief comments evaluating the effects of the CPD activities on learning and teaching. Teachers following an accredited Chartered Teacher, Scottish Qualification for Headship or equivalent professional pathway will maintain a CPD portfolio. It is anticipated that teachers may wish to be actively involved in disseminating information and good practice arising from CPD activities. Access to CPD activities will be determined in partnership between teachers, their staff development co-ordinator and the line manager.

3.3 The Line Manager

Each line manager has responsibility for working collaboratively with staff to establish, maintain and review CPD Plans and Records for each member of staff. It is a responsibility of the line manager to support the teacher and staff development co-ordinator in identifying staff development needs, to agree in advance teachers' CPD activities and to support teachers in accessing CPD activities once identified. A list of possible CPD activities is included at Appendix 1.

As described in paragraph 3.2, it is the line manager's task to conduct an annual staff development and review discussion with relevant staff within their area of responsibility. The CPD Profile including the CPD record is a focus for these professional discussions.

3.4 The Staff Development Co-ordinator

It is the fundamental role of the staff development co-ordinator to liaise with staff and ensure that access to CPD activities reflects a balance between individual, school, authority and national priorities. It is a task of the staff development co-ordinator, in consultation with the head of establishment, to ensure that the CPD needs of staff are met where possible. The staff development co-ordinator, in consultation with the head of establishment will agree CPD plans and records

within the constraints of budget, personnel and other resources and mindful of the key role of the teacher as described in paragraph 3.1 above and that such plans and records are individual to each teacher. Activities may be undertaken at an appropriate time and place as determined by the teacher.

The staff development co-ordinator will maintain such records as are consistent with an efficient CPD system. This will include copies of individual plans and records. This will assist the staff development co-ordinator in monitoring and evaluating the effectiveness of the CPD process and in liaising with the Quality Improvement Team.

3.5 The Head Teacher or Head of Service

The headteacher or head of service has a responsibility to encourage the CPD of all staff and to ensure that the entitlement to an annual staff development and review discussion is fulfilled. The headteacher or head of service will therefore ensure that the SDR and associated CPD processes take place on an efficient and effective annual cycle. This supervision will include ensuring that there is access to a range of CPD activities to meet individual, school, authority and national priorities. Like all other teaching staff, the headteacher is entitled to engage with a reviewer nominated by the Authority on an annual basis.

It is a task of the headteacher to ensure that all staff are familiar with, and have access to, school, authority and national statements of improvement priorities. Likewise the headteacher should ensure that information on collective time, in-service day, authority and national CPD programmes are available and communicated to all staff, and include provision of appropriate counselling and appropriate support to the career development of staff.

Headteachers must ensure that every effort is made to enable agreed CPD activities to be undertaken. If this is not possible, staff are entitled to an explanation and access to a suitable alternative. This responsibility will include effective co-ordination of financial and other resources related to improvement and therefore CPD priorities.

3.6 The Authority

Senior officers of the Authority will engage in an annual staff development and review process on an equivalent basis to the one available to teachers.

The Authority, acting principally through the Quality Improvement Team will provide an annual statement of improvement priorities reflecting those developed at national level. This statement will be supported by the provision of a coherent improvement planning system that will enable schools and teachers to develop their own priorities. This system will take fullest account of the need to support improvement at individual, school and authority level with a focused set of arrangements for CPD. This will include an annual, published programme of

training. Provision for the needs of individual members of staff will be a paramount consideration in the organisation of CPD at Authority level

Authority staff will assist schools by participating in CPD opportunities that have been arranged locally. They will also co-ordinate access to CPD across establishments, and with other authorities or nationally organised events. The Quality Improvement Team will disseminate good practice and information on CPD opportunities and materials will be disseminated to schools and services. A register of CPD providers will be maintained and made available to schools. Access by senior school managers to meaningful CPD will be facilitated by Senior Authority staff. Senior Authority staff will engage with headteachers in the staff development and review process at least once per year.

The Authority will regularly review its arrangements for the management of CPD. This will be done in partnership with headteachers, individual members of staff and the teachers' unions.

4. CONCLUSION

- 4.1** The CPD process is based on a partnership between all participants. There is a balance of responsibilities and roles between the Authority, schools and individual teachers. The essence of CPD has always been, and will continue to be, the teacher as a professional enquirer into their own practice. This statement is provided to enhance and develop that key process.

5. RECOMMENDATIONS

It is recommended that Members agree that:

- (i) this report be adopted as the framework for roles and responsibilities for continuing professional development of teachers in East Ayrshire; and
- (ii) the joint secretaries should circulate this paper to all educational establishments and services.

John Mulgrew
Director of Educational and Social Services

GRS/GRS
16 November 2002

Members requiring further information should contact Graham Short, Head of Schools, (01563-576089).

LIST OF EXEMPLAR CPD ACTIVITIES

The overall approach to CPD is one that recognises the role of the teacher and the need to engage in reflective professional discussions. The range of experiences that contribute to teacher development is very wide and should be recognised as anything that has been undertaken to progress, assist or enhance a teacher's professionalism. The following list, **which is illustrative rather than exhaustive**, gives examples of valid forms of CPD for the purposes of this agreement, where they take place outwith the 35 hour working week, and where they have been agreed in advance by the appropriate line manager and which are agreed as meeting the particular needs of the individual while taking account of school, local and national priorities:

- Participation in award-bearing courses in further education or higher education, including the Open University that are relevant to improving the professional practice of the individual. Such courses would include, for example:
 - Post-graduate degrees, or equivalent
 - Specialist qualifications in Special Educational Needs or nursery education
 - Counselling courses
 - Modern Languages courses
 - Courses in Information Technology
- Participation in accredited trades union training
- Participation in health and safety training beyond the working day
- Professional reading aimed at improving professional practice including works on learning and teaching methodologies, educational research, HMIE publications or equivalent, or updating specialist knowledge in particular subject areas.
- Research or development work using web-based technology.
- Focused access to recognised educational web-sites such as the Scottish Virtual Teachers' Centre or www.teachinginScotland.com that is carried out in relation to a specific task.

- Curriculum development work conducted as an individual or as part of a working group that falls outwith the scope of routine lesson preparation or forward planning.
- Focused visits to other educational establishments or services.
- Attendance at regional or national seminars of professional groups such as NASEN, or particular subject teachers.
- Time spent in writing reports for international study visits.
- Attendance at twilight courses run at Authority level.
- Visits to educational exhibitions.
- Participation in weekend or evening seminars, conferences or displays for parents.
- For music instructors, relevant activities identified in SNCT/11.
- Any other suitable activity, as agreed by the line manager.

Excluded activities:

- Attendance at accredited courses in relation to the Chartered Teachers' programme and related activities.
- Attendance at accredited courses in relation to the Scottish Qualification for Headship.

Note:

Where aspects of these latter two areas of CPD activity deliver professional development within the context of school, authority or national priorities then time spent on these activities can count towards the annual 35 hours.