



National CPD Team

The Contribution of Chartered Teachers Advice and Guidance August 2005

This paper considers four issues:

- o What can we ask of chartered teachers, and how can schools support them to make a positive impact on pupil learning?
- o What principles are helpful in considering what contribution a chartered teacher will make?
- o What CPD is appropriate for teachers who have achieved chartered teacher status?
- o How will chartered teachers demonstrate that they are maintaining the Standard in the years ahead?

Introduction

The aim of the National CPD Team is to lead and support the development of world-class CPD in Scotland. This paper is the first in a series of occasional publications which aim to enrich ongoing discussion, to clarify concerns, to identify possible solutions and suggest future actions. It is not intended to be a finished piece of work, and comment and feedback are welcome.

Background

Much of what has been written about chartered teacher to date has had a focus on the reward to and benefits for individual teachers of gaining status. There has been much less discussion on the wider impact that chartered teachers might have on school improvement. It is well understood what chartered teacher is not - TP21 (annex B) makes clear that the job description for a chartered teacher is identical to that of an "unchartered" teacher, and that chartered teacher offers an alternative career choice to promotion into a management post. However, annex B does clearly anticipate a contribution from teachers towards developing the school curriculum, participation in issues relating to raising achievement and contributing towards the wider needs of the school, and this would be particularly true for chartered teachers. In the Standard for Chartered Teachers it says, "*whereas the Standard for Full Registration expects teachers to produce evidence of certain capabilities and capacities, the chartered teacher should demonstrate these capabilities and capacities **consistently and pervasively** throughout his/her work.*" It further states that a chartered teacher "*will bring to his or her work **more sophisticated** forms of self scrutiny, demonstrate a **higher capacity for self-evaluation**, and a **marked disposition** to be innovative and to improvise.*"

More recently Peter Peacock, writing in SEJ (vol 89 no 2, April 2005), talks of rewarding "talented teachers and providing incentives to keep them in the classroom, as well as helping them develop their skills still further." He describes the clear benefits for pupils in having "the very best teachers in their classroom day in, day out." Interestingly, he also talks of the school reaping rewards, "thanks to the increased expertise and professionalism of chartered teacher".

Appended to this paper you will find some suggested areas for further action at national authority, school and chartered teacher level, some illustrative examples of activities, projects, programmes of study etc and an indication of how these illustrative examples would match against the Standard for Chartered Teacher.

What can we ask of chartered teachers, and how can schools support them to make a positive contribution to pupils' learning?

With the emergence of the first 'full' chartered teachers in our schools and increasing numbers of teachers making substantial progress in the programme, including via accreditation of prior learning, it is perhaps a suitable time to begin to think about how this increased expertise and professionalism can be harnessed to impact positively on school communities.

It is already clear that many of those pursuing the chartered teacher programme are energised and refreshed by the experience and look forward to the opportunity to continue to contribute to school improvement. Chartered Teacher Status: Frequently Asked Questions says *“chartered teachers should demonstrate the capacity to contribute to the professional development of colleagues and to make a full contribution to the educational effectiveness of the school and the wider professional community.”* The Standard itself offers guidance: *“the chartered teacher will be committed to influencing and having a leading impact in team and school development, and to contributing to the professional development of colleagues. As a member of a wider professional community, he or she will be committed to influencing the development of teaching and learning, and to strengthening partnerships with other professional groups, parents and other agencies.”* One of the forms of professional action of the chartered teacher is *“collaboration with, and influence on, colleagues”*. A number of illustrative examples are provided in the standard under this heading, and these can be used to develop further examples. In summary, it is clear that the chartered teacher is expected to provide leadership in learning, not only within their classroom and practice, but also within and indeed beyond their school as they work through the programme.

The following principles will be helpful in considering the contribution that chartered teachers can make in their workplace:

- Chartered teachers will not be asked to undertake a management role
- The focus of the contribution that chartered teachers make will be on learning and teaching, and on strengthening partnerships with other professional groups, parents and other agencies. Such contribution will require to be agreed within the school.
- Chartered teachers will continue to maintain a CPD portfolio tracking their professional development against the Standard, and their professional review and development will focus on this portfolio
- Any work-based development or project that chartered teachers undertake will be agreed with their line manager and resourced, including the allocation of time
- Chartered teachers will share their enhanced professionalism with colleagues and will seek opportunities to influence the development of teaching and learning in their educational establishments

What CPD is appropriate for chartered teachers?

The standard describes chartered teachers as models of good practice in a school community. In this context, the professional development of many chartered teachers is likely to be through engagement in work-based activities. On pages 22-26 of CPD for Educational Leaders (SEED 2003) a number of illustrative examples of work-based development opportunities, possible projects and examples of programmes of study appropriate for team, project, school and strategic leaders are offered. With some editing to ensure that the focus is on leadership and collaboration, rather than on management, many of these would seem to be equally relevant for chartered teachers, both those fully accredited and those making progress through the programme. An illustrative list of suggested work-based development opportunities, possible projects and programmes of study, based on CPD for Educational Leaders, can be found in Appendix 2. The same list is matched against the Standard for Chartered Teacher in Appendix 3.

How will fully accredited chartered teachers demonstrate that they are maintaining the standard in the years ahead?

Those who have achieved chartered teacher status will need to evidence that they are continuing to maintain and enhance the Standard throughout their career. The most logical way for this to happen is through the existing Professional Review and Development (PRD) process with a requirement to self-evaluate, and provide evidence, against the Standard for Chartered Teacher through the continued maintenance of the CPD portfolio. It is important that collaborative networks are established to support the on-going professional development of chartered teachers, and to ensure shared learning, opportunities to reflect and review, coaching and mentoring opportunities, etc are accessible throughout Scotland. There is also be a requirement to offer advice, guidance and support to those who are conducting PRD interviews for chartered teachers to ensure that they have a clear understanding of the standard and what it means in practice.

Appendix 1 - Suggested Areas for Action

National Level

- Revise Chartered Teachers: FAQs to take account of issues addressed above
- Review Professional Review and Development Guidelines to ensure they take account of chartered teachers
- Develop case studies of good practice

Local Authority Level

- Publicise and promote the chartered teacher programme
- Establish collaborative networks of chartered teachers to allow exchange of experience, information and best practice
- Review professional review and development guidelines to ensure appropriate advice is offered to those reviewing chartered teachers
- Where appropriate, arrange training for those who conduct chartered teachers' professional review and development
- Develop understanding among all teachers of the role and potential of chartered teachers to impact positively on learning and teaching
- Explore opportunities for chartered teachers to lead development opportunities for colleagues

School Level

- Engage in on-going discussion with chartered teachers as to development needs and possible areas of contribution
- Negotiate and agree work-based programmes
- Where these are identified, ensure that they are supported by adequate resources including time
- Ensure those who review chartered teachers use the Standard

Chartered Teacher Level

- Ensure dialogue with school leaders to identify ways in which they can contribute to raising achievement and to the professional development of colleagues
- Contribute to collaborative networks
- Regularly reflect on professional development against the standard
- Maintain a CPD portfolio, including evidence of development against the standard

Appendix 2 - Illustrative examples of work-based development opportunities:¹

- Leading and/or contributing to small-scale project either within school or across cluster with support of member of senior leadership team; carrying out appropriate professional actions, reflecting upon experience of leading, and completing project and evaluating what has been achieved
- Supporting/coaching/mentoring colleagues, including students and probationer teachers
- Networking with other chartered teachers to support action learning; using ICT to share experience and good practice across schools, locally or nationally
- Researching and implementing in their own classroom, theories and practice of effective learning and teaching; sharing this experience with colleagues in school or cluster.
- Undertaking structured programmes of reading, reflection and evaluation, networking and shadowing, and sharing the outcomes of these with colleagues
- Contributing to projects extending beyond bounds of learning community, whether at local, national or international level
- Mentoring and co-mentoring to offer opportunities for support and reflection
- Developing relationships between school and wider community, both locally and nationally
- Undertaking secondments, study visits, networking arrangements and shadowing, both within education sector and more widely, and sharing the outcomes of these with colleagues

Illustrative examples of possible projects (in each case the chartered teacher will be supported by a senior manager):

- Leading and/or supporting colleagues in P6 and 7 to develop programme of study and advise on curricular resources for functional writing in upper school; providing short evaluative report and presenting recommendations to whole staff during INSET day
- Leading and/or supporting colleagues to review current practice of self-evaluation within department and revise departmental policy; visiting and shadowing colleagues in departments which show good practice; providing short evaluative report to senior leadership team
- Researching best practice locally, nationally and internationally and developing curricular materials to stretch and extend Gifted and Talented Pupils; providing in school in-service to colleagues on effective use of materials.
- Leading and/or contributing to the development of a whole school strategy on Healthy Living. Working with pupils and catering staff to research healthy school dinners options, developing a campaign to encourage pupils and teachers to make healthy choices; co-ordinating a taster week of new activities – Hip-hop dancing, Pilates, Cycle Challenge, etc for school community; evaluating strategy and reporting to staff.
- Reviewing early learning strategies developed by infant team during previous five years and developing revised programme with appropriate staff development; meeting depute headteacher for mentoring support and visiting other schools and pre-5 establishments with identified good practice; leading presentation of draft proposals to depute headteacher and headteacher, and subsequent reporting to all staff at INSET day

¹ These activities are matched against the Standard for Chartered Teacher in Appendix 3

Appendix 2

- Leading and/or contributing to a programme of peer mentoring or coaching

Examples of programmes of study and other relevant opportunities:

- Courses appropriate to the needs identified in the PRD interview
- Visits to other learning communities to explore good practice in relation to projects being undertaken
- GTCS Teaching Scholar Programme
- Development package involving both taught and work-based elements allowing participants to develop overview of role of chartered teacher
- Secondment in enterprise, industry or other public sector body
- Visits to organisations in other sectors to aid understanding of strategies to support learning and teaching
- Membership of networks dedicated to interests, concerns and development needs of chartered teachers
- Structured reading/research
- Further post-graduate study in an area relevant to the school improvement plan

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