



National CPD Team

CPD team visits to local authorities

January - June 2005

Updated August 2005-June 2006

Summary Report

In this paper we

- report our findings from visits to all local authorities undertaken over the period January 2005 to June 2006
- identify some of the issues and themes which emerged from these visits
- report on the good practice, innovations and initiatives observed during these visits
- suggest further areas for action at school, authority and national level, and for the National CPD Team itself

Contents

1. Introduction
2. General perceptions of professional development and review
3. The process of professional review and development
4. Developing ethos: the learning organisation
5. Building capacity to offer and support CPD
6. Categories of CPD and specific groups of teachers
7. Other issues
8. Suggested areas for action

INTRODUCTION

This report updates Occasional Paper 3 of the series of Occasional Papers produced by the National CPD Team. While Occasional Paper 3 is based on the series of visits undertaken between January and June of 2005, covering some 10 authorities and 20 schools, this final report is based on visits to a further 21 authorities and 44 schools.

GENERAL PERCEPTIONS OF CPD

Authorities and schools continue to report that teachers are, after some initial scepticism, coming to view their continuous professional development positively, and to value the impact it has on learning and teaching. This attitude continues to be most marked amongst those working to achieve one of the National Standards - probationers and newly qualified teachers, those working towards Chartered Teacher status, and those engaged in leadership development programmes such as SQH. The importance of the school's leadership team in establishing a whole school ethos of learning, and the motivation of teachers in accessing CPD, continues to be evident.

Authorities and schools continue to be aware, however, that there still remain some pockets of resistance and resentment in relation to CPD, and the requirement to plan and record this. In other cases, CPD may be regarded as important, but may be focused narrowly on subject based issues, or the process may be undertaken or applied in a mechanistic 'tick box' manner.

In many schools there is still a very traditional view taken by teachers and school leaders of what constitutes CPD. Although all the authorities we visited actively encouraged the growing understanding among teachers that the range of activities that can contribute positively to CPD extends widely beyond attendance at courses and other similar events, it is interesting that many conversations with individual teachers about CPD that they had undertaken continued to be centred on traditional courses. Authorities and schools continue to go to considerable lengths to provide high quality programmes of courses and other events for staff, and this is increasingly appreciated by staff.

In secondary schools, a number of teachers continue to say that they are unhappy at the lack of courses related to their subject area. The changing role of local authority officers towards a focus on quality improvement rather than subject support and the introduction in some authorities of 'faculty head' principal teachers, have left some teachers feeling unsupported. Such teachers are unconvinced of the need to consider a more 'learning centred' approach to their professional development through opportunities such as that offered by initiatives such as the 'Assessment is for Learning' programme, and 'Better Behaviour: Better Learning'. Concerns were also sometimes expressed that staff had not been adequately prepared for major authority policy initiatives, such as Inclusion. However, schools and authorities report a strong and growing trend to build capacity in the system by using teachers themselves to deliver professional development to their colleagues in different ways. This may be through presentations or demonstrations given at whole school events on 'In-service' days, or through programmes of classroom visits and peer observation, and some schools noted that teachers now often preferred such activities to the department based, subject focused work often undertaken on these days in the past. There is also a very strong and growing tendency to link the timing of PRD interviews to the school development planning cycle, and for teachers to see the relevance of these processes to each other. Having said that, schools tend to be careful to ensure that CPD activities arise from personal and career needs, as well as from

CPD team visits to local authorities

school or departmental planning. In one or two schools visited there was a very high level of awareness of, and support for, staff welfare. In some cases activities which were clearly designed to be supportive of staff in a welfare sense were undertaken as CPD; it may be helpful to consider and to clarify where these processes may quite properly overlap, and where they should be treated separately.

Issues arising

- The need to persuade all teachers of the value of the PRD process for their professional practice
- The need to develop further teachers' understanding of the range of activities that contribute to CPD
- The need to consider how support for curricular areas can be developed at national and authority level
- The need to ensure that major authority policy initiatives are supported by appropriate professional development
- The need to clarify the relationship between CPD and staff welfare

Good practice

- Some authorities have developed very close working relationships with their EIS Learning Representatives, although the impact of this initiative had generally not yet been felt in schools.
- The establishment of subject networks in some authorities, led by a respected subject specialist, often a principal teacher, has addressed some of the concerns regarding subject knowledge.
- The clear link between the school Development Planning process, the PRD process and CPD seen in many schools visited
- The use of teachers to deliver CPD within their establishments
- The growing recognition and use of peer based classroom observation and feedback as a valuable CPD activity

THE PROCESS OF PROFESSIONAL REVIEW AND DEVELOPMENT (PRD)

This is the subject of Occasional Paper 5, published by the National CPD team in January 2006.

All authorities and schools continue to report that real and significant progress has been made in this area, with all teachers in schools now involved in the process of professional review and development. Some headteachers have taken the view that this process is so fundamental to the ethos of the school that they have involved all staff in some form of professional review and development, including administrative and support staff, and staff of partner agencies working in and through the community school. In addition, they often ensure that the PRD interview is 'quality time' through arranging that the interview is conducted in a location which is comfortable and where the interview is extremely unlikely to suffer interruption; often this is out with the school itself. The importance of the senior management team modelling good practice in this area is widely acknowledged.

A number of authorities have reviewed their policy, procedures and documentation, and have relaunched the revised versions. Where this has happened it has been generally

CPD team visits to local authorities

well received, particularly since the broad thrust of revision has been towards simplifying documentation and procedures to make them more 'user friendly', and towards the clarification of policy. In the best examples, the move was away from an emphasis on the process towards a focus on outcomes for learning. However we interviewed a significant number of teachers for whom the experience of the PRD process was not positive; key factors in this were the degree of commitment of both the reviewer and the reviewee to the process, the rigour of the self evaluation carried out prior to the review meeting, and the skill, knowledge and understanding of those participating in the review process.

Some authorities report that they find that adjustments have to be made where corporate policies are applied to teacher PRD; while this can work well, there are instances where corporate and teacher- based processes do not sit comfortably together.

Issues arising

- The quality of self-evaluation in preparing for PRD was very mixed. Other than for newly qualified teachers, very little use was being made of the Standards in this.
- It is clear that the process of PRD is now well established. The next step is to consider how the quality of the experience can be improved, including through appropriate training.
- Comment was made concerning the unhelpful practice of some providers of CPD in issuing certificates to show time spent at courses, reinforcing a view that time spent rather than impact on practice, was the key issue.
- The relationship between teacher PRD and corporate policy in this area requires to be explored in some authorities.

Good practice

- Most authorities we visited offered reviewer and reviewee training. Commendably, in some instances the focus was less on the process and mechanics of the interview and more on the development of such skills as effective listening, questioning, coaching, etc.
- Development of access to on-line support for self-evaluation, the identification of needs and the recording professional development by a number of authorities.
- Prioritising the PRD interview as 'quality time'
- The senior management team modelling good practice in their own PRD interview and CPD
- Viewing and developing the PRD interview as a 'coaching' intervention, rather than as a monitoring event.

DEVELOPING ETHOS - THE 'LEARNING ORGANISATION'

The team continued to see outstanding examples of schools, supported by their authorities, who had recognised the power of CPD to effect change and improvement and who were striving to ensure that continuing professional development was central to the ethos of the school. They did this by placing a high value on learning for all members of the school community, and by involving staff in deciding CPD priorities for the school, how resources should be allocated, and in monitoring and evaluating the impact of CPD activities. Such schools generally had a clear and simple model of learning, which was applied to all professional development – reflect, self evaluate, plan, implement, share, review – and a strong commitment from staff to learning from one another.

CPD team visits to local authorities

Where this approach was adopted it was often inclusive of all staff in the school, including support staff and staff in partner agencies working in and through the community school. The CPD Coordinator (CPDC) in these schools also made a significant contribution to the development of the school as a learning organisation. In each case s/he was a dedicated and supportive member of staff who had credibility with colleagues. The most effective CPDCs we met had a clear understanding of the need to build capacity within the school, rather than just to respond to discrete requests for courses. They supported colleagues in taking a creative and innovative approach to professional development, and monitored and reported on the impact of CPD within the school.

The structures that local authorities had put in place for the management and leadership of CPD varied considerably. All authorities visited offered practical support to all schools, with programmes of courses, seminars and workshops, and the devolution of resources specifically for CPD to schools. In some cases, the authority had appointed an officer to lead on all aspects of CPD, with a remit including teacher placements from colleges, induction, teacher development, chartered teacher programmes, and leadership and management development; in other areas, these functions were shared amongst a number of colleagues, with varying levels of commitment to CPD within their overall remits. This could cause difficulties in ensuring consistency of message, progression of programmes, etc. However, there were also examples of authorities where two officers had been appointed to share the CPD remit – perhaps on a sectoral basis – who cooperated closely and effectively. Commendably, some authorities held back some CPD money in order to support neighbourhood and cluster working and to develop and pilot new and innovative approaches to CPD.

Issues arising

- The need to continue to promote to teachers the positive impact that good quality CPD has on learning and teaching
- The need to consider the implications of the developments of community schools and integrated service delivery for CPD
- Leadership and management of CPD within authorities

Good practice

- Investment of time in, and development of, the school CPDC role.
- Teacher involvement in decision-making at whole school level in relation to deciding priorities, allocating resources and monitoring and evaluating impact
- The allocation of resources for administrative support for CPD
- The promotion by authorities of a wide range of professional development opportunities such as shadowing, placements, collaborative working, secondments, acting up opportunities etc.
- The involvement of all staff in school and not just teachers
- A commitment to CPD at authority level

BUILDING CAPACITY TO OFFER AND SUPPORT CPD

While it is increasingly accepted that a very wide range of activities can provide valuable professional development for teachers, there is a parallel growth in the view that schools and authorities can and must increase their capacity to provide and support this kind of professional development. 'Acting' posts are seen as a very valuable source of professional development, but such opportunities do not arise frequently or predictably.

CPD team visits to local authorities

One authority had made good progress in considering how naturally arising 'acting' posts can be used strategically to develop teachers ready for experience at that level. Secondments are similarly valued, but they are expensive and limited in number. Other activities, such as chairing staff working groups, or leading a development at whole-school or authority level, may also demand resources in terms of non-class contact time for the staff undertaking them.

Authorities and schools also expressed interest in mentoring, coaching and 'buddying' schemes, and a number of authorities now have such peer support arrangements in place for levels of staff other than probationers, for example newly-appointed head teachers, head teachers in very remote areas, and teachers in their second year who are matched with more experienced colleagues. Authorities all offer their own programmes of professional development activities in the form of courses, workshops and seminars, covering a wide range of areas including leadership development, which are increasingly appreciated by staff, but most felt that their programme was not yet sufficient, or complete. In almost all cases, the potential of the Standards at all levels and of the document 'Continuing Professional Development for Educational Leaders' to enhance teacher self evaluation was not being fully realised.

Issues arising

- The need for a structured programme of secondments and 'acting' posts which would be accessible to all
- The need to learn from the excellent coaching/mentoring that has supported new teachers in recent years, and to find ways to make that more generally available.
- The need to raise awareness and increase the use of the Standards at all levels
- The need to raise awareness and increase the use of the document 'CPD for Educational Leaders' at all levels
- The need to explore and encourage more inter-Authority collaboration in the area of CPD

Good practice

- Mentoring for probationer teachers
- Peer support for newly-appointed headteachers and other teacher grades
- Headteacher Support Groups
- Creation of a 'pool' of staff ready for 'acting' posts at each level
- Authority led initiatives to place teacher trainers in specific aspects of learning and teaching in all schools
- Authority support for networks of teachers interested in specific aspects of learning and teaching
- Development of authority CPD resource centre and appointment of CPD manager
- Inter-authority collaboration to offer professional development opportunities in a number of areas such as probationer induction, SQH, leadership and management, teachers in years 2-6

CPD team visits to local authorities

CPD ISSUES FOR SPECIFIC GROUPS OF TEACHERS

The national CPD team published an Occasional Paper on Categories of CPD in September 2005. This paper sought to clarify pathways that a teacher may follow in the course of his or her career, and the kinds of CPD that would be relevant and supportive at each stage.

The categories are as follows:

1. Working towards the Standard for Full Registration
2. Maintaining and enhancing the Standard for Full Registration (early years)
3. Maintaining and enhancing the Standard for Full Registration (experienced teachers)
4. Working towards achievement of Chartered Teacher status
5. Maintaining and enhancing Chartered Teacher status
6. Project, team, school and strategic leadership
7. Working towards achievement of Standard for Headship
8. Maintaining and enhancing the Standard for Headship

The section that follows will outline the issues arising and good practice found in relation to specific groups of teachers under these headings.

1. WORKING TOWARDS THE STANDARD FOR FULL REGISTRATION:

Probationer Teachers

Authorities report that they have good systems and procedures in place for supporting the CPD needs of probationer teachers, and that probationers are responding well to them. Feedback indicates that probationers feel that the quality of their CPD and support is high. Comment from the first 'International Thought Leaders' programme visit supported this view, but noted that an already excellent system could benefit from better identification and training of mentors and mentees.

Many authorities have made appointments to deal specifically with probationer induction and support, often on a seconded basis. Such appointments may be full or part-time. Probationers are involved in a wide variety of activities, including, in some authorities, practice based research. The issues and concerns that were raised with the team did not always relate directly to CPD, but are outlined below.

Issues arising

- Workload - especially as numbers of probationers and student teachers increase, and schools are expected to offer more support to student teachers
- The perceived unfairness and inconsistency in the allocation of fully funded probationer teachers to authorities
- The 'freezing' of posts in schools over a number of years to accommodate probationer teachers
- The need for better identification, training and matching of mentors and mentees.

Good practice

- The support systems for probationer teachers currently in place at school and authority level
- The use of 'fully funded' probationers to release experienced teachers to lead developments at school and authority level

2. MAINTAINING AND ENHANCING THE STANDARD FOR FULL REGISTRATION:

Teachers in their post-probationary years

The National CPD Team is coordinating a pilot programme for teachers in years two to six of their career with four authorities from January 2006, and will report on this in August 2006.

Issues arising

- The need to reinforce and secure the levels of competence established on successful completion of the probationary period
- The need to raise teachers' awareness of the potential value of the Standard for Full Registration for their professional development.
- The need to develop sources of professional development and support in areas of curriculum
- The desirability of preparing teachers for moving towards Chartered Teacher status or towards a leadership role

Good practice

- Programmes based round the development of project or team leaders
- Programmes to enhance and develop classroom practice
- Development of action research opportunities for classroom practitioners
- The increasing interest in and use of coaching and mentoring to support professional development.

Supply and temporary teachers

It is the intention of the National CPD Team to consider the CPD needs of supply teachers who are working to maintain and enhance the Standard for Full Registration, and to publish a paper giving advice and guidance as to how these needs may be met, by September 2006. This paper will include a policy statement from one authority which is developing policy and practice in this area.

Issues arising

- Clarification of the expectations of supply teachers in respect of their own responsibility to develop professionally
- Further consideration of the situation of teachers on frequent short-term supply contracts, and how their professional needs can be met
- Clarification of the responsibilities of employing authorities and schools in respect of how the CPD needs of this group might be met

Good practice

- The inclusion of supply and temporary teachers in the school's Professional Review and Development process
- The availability of places on authority courses, including those for returning teachers, to teachers on the supply register on a voluntary, no-charge basis
- "Returning to Teaching" courses, including provision for refugee and asylum seeking teachers
- The draft policy currently being developed in one authority

3. MAINTAINING AND ENHANCING THE STANDARD FOR FULL REGISTRATION:

Experienced teachers

While the main routes of progression from the Standard for Full Registration are clearly laid out in that teachers may choose either to seek promotion to principal teacher or the achievement of chartered teacher status, it is possible and indeed likely that many teachers may choose to spend their careers within the classroom, without seeking progression through either of these routes. Such teachers, quite properly, expect that a career so spent should afford them both professional development, and professional satisfaction. There is a need to consider how this may best be achieved; the document 'CPD for Educational Leaders' is not widely used at present, but may provide ways in which the professional skills and leadership potential of such teachers can be developed and used within the school to the benefit of all. The use of such experienced teachers as mentors to probationer teachers is a good, current example of how this can be achieved. The status of 'Professional Recognition' now granted by the GTC will provide further opportunities for teachers.

Issues arising

- The need to encourage teachers towards career planning in relation to principal teacher posts, and/or chartered teacher status
- The need to raise awareness and use of the document 'CPD for Educational Leaders'
- The need to provide opportunities for the development and application of leadership skills for all grades of teacher
- The need to develop sources of support and development in areas of the curriculum, especially as detailed recommendations emerge from 'A Curriculum for Excellence'

Good practice

- The use of experienced teachers as mentors to probationer teachers and other colleagues
- The provision of professional development activities, support and encouragement for those aspiring to principal teacher and curriculum manager posts
- Positive encouragement and support at school and authority level for teachers to seek chartered teacher status

4. WORKING TOWARDS ACHIEVEMENT OF CHARTERED TEACHER STATUS:

5. MAINTAINING AND ENHANCING CHARTERED TEACHER STATUS:

The National CPD Team has published an Occasional Paper on the subject of the contribution of Chartered Teachers (August 2005).

6. DEVELOPING PROJECT, TEAM, SCHOOL AND STRATEGIC LEADERS:

The collegiate approach to leadership in schools is one which generally finds favour in principle, without its implications for practice being yet fully worked out. In particular, the requirement to develop leadership skills at all levels within schools and authorities, and to provide contexts and opportunities within which they can be exercised for all levels of

CPD team visits to local authorities

staff, has not yet been fully realised. In this regard the document ' CPD for Educational Leaders' has much to offer, although at present it is little used even where it is referred to in statements of policy.. Particular issues also arose, as noted below, in relation to principal teachers and depute head teachers.

Principle teachers

The National CPD Team has published (January 2006) an Occasional Paper on the CPD needs of principal teachers in secondary schools, who have been appointed to posts in which they have responsibility for one or more subjects in which they are not specifically qualified. While the focus of the paper has been on principal teacher posts of this kind, a great deal of what is found to apply to this kind of post is relevant also to principal teachers in more traditional, subject-based posts.

The CPD needs of principal teachers in primary schools have been addressed in a Briefing Paper published by the TAC Team in April 2005.

7. WORKING TOWARDS ACHIEVEMENT OF THE STANDARD FOR HEADSHIP:

Depute headteachers

Authorities were clear that, at present, when an individual depute headteacher wishes to prepare himself or herself for headship, the CPD implications are clear - such a person should undertake the Scottish Qualification for Headship. They were also of the view that possession of this qualification did not necessarily mean in itself that a person was ready for headship. Many commented that alternative routes to achieving the Standard for Headship would be welcome, not least as one strategy to increase the number of candidates for headship. By whatever route the Standard would be achieved, the importance of experiential, work-based learning was emphasised. In this regard the experience of undertaking an 'acting' post was seen as of particular importance although it was noted that such opportunities arise infrequently and unpredictably.

However, even if the number of those striving to meet the Standard for Headship and aspiring to become headteachers does increase, it is always likely to be the case that a large number of depute headteachers - perhaps a majority? - will take the view that they do not wish their careers to proceed in this way. Given, however, that any depute headteacher may be called upon to deputise for the headteacher at short notice and at any time, there is a need to clarify the relationship of the post of depute headteacher to the Standard for Headship; this, for example, is probably the Standard appropriate to the self-evaluation of depute headteachers within the PRD process. Beyond that, there is a need to develop good CPD opportunities for very competent and experienced depute headteachers who may not wish to progress to headship. Such opportunities may be found amongst those designed to maintain and enhance the Standard for Headship.

Issues arising

- The need to clarify the relationship of depute headteachers generally to the Standard for Headship
- The need to encourage more depute headteachers to aspire to headship
- The need to develop alternative routes to meeting the Standard for Headship, offering appropriate learning opportunities
- The need to develop a structure for 'acting' post opportunities so that such opportunities are accessible to all who may wish to benefit from them
- The need to develop high-quality CPD for depute headteachers who do not wish to progress to headship

CPD team visits to local authorities

- The need to develop experienced depute headteachers as mentors for those aspiring to this level of post

Good practice

- Serving headteachers brought into the authority on a planned basis to create the opportunity of 'acting' posts for depute headteachers aspiring to Headship
- The establishment at authority level of a pool of depute headteachers who are ready to take up 'acting' headteacher posts
- Holding monthly meetings at authority level for all members of school senior management teams
- Holding meetings for depute headteachers with senior authority staff that parallel those held for headteachers

8. MAINTAINING AND ENHANCING THE STANDARD FOR HEADSHIP:

Headteachers

Many authorities were aware of the need to provide supportive professional development opportunities for newly-appointed headteachers, and practice is developing in this regard through headteacher support groups, the secondment on a full or part-time basis of an experienced headteacher to act in a supportive role, informal 'buddying' or mentoring arrangements and formal induction arrangements on a corporate or departmental basis. The Educational Leadership Agenda has identified support for headteachers newly in post as one of its key areas of focus.

The situation in relation to competent and experienced headteachers is much less clear. There is considerable potential for good professional development where authorities are using such headteachers as mentors for less experienced colleagues; this will be considerably enhanced when it is supported by formal training. The practice of involving experienced headteachers in the HMI inspection process as associate assessors is also valuable for those who are chosen - but this is not available to everyone. It was noted that only a few authorities offer support to headteachers in developing their role as officers of the authority, or who may wish to take up posts at authority level. The hope was expressed that the discussions currently taking place at national level around the issue of leadership and its development would address the issue of the provision of good professional development for competent and experienced headteachers.

Issues arising

- The need further to develop professional development opportunities for newly-appointed headteachers e.g. mentoring, induction arrangements, support groups
- The need further to develop and train experienced headteachers in the mentor role
- The need to seek out and develop other professional development opportunities specifically designed for experienced and competent headteachers
- The need to support headteachers in developing their role as officers of the authority
- The need to consider possible career paths beyond headteacher and to provide professional development in preparation for these

Good practice

- Supports currently in place for newly-appointed headteachers eg. mentoring, induction arrangements, support groups

CPD team visits to local authorities

The National CPD Team has published an Occasional Paper on headteacher appointment procedures (August 2005).

OTHER ISSUES RELEVANT TO CPD

Monitoring the impact of CPD

While it is standard practice to evaluate courses and activities undertaken at whole school level by staff, and by teachers individually, it is acknowledged that this kind of evaluation tends to focus on the quality of the input and experience of the staff undertaking it, rather than on the impact that these activities have on learning and teaching. Similarly, while it is standard practice to monitor and evaluate a wide range of outcomes at school and departmental level, it is acknowledged that it is very difficult to separate out from the other factors the effect that CPD has had. A further perceived difficulty in monitoring the impact of CPD is that many of the effects may be seen and felt only over the long term. Nevertheless, schools and authorities were beginning to consider how the impact of CPD could be assessed, and ideas are emerging. The number of probationer teachers who successfully achieve the Standard for Full Registration is surely an indicator of the quality of CPD that they receive. Greater confidence in the use of ICT as evidenced by its increased use in the classroom is observable and measurable. Programmes such as 'Assessment is for Learning' and 'Self Empowered Learning' also seek to affect learning and teaching in ways that are visible in practice. In addition, documentation which asks the teacher to specify the outcomes in terms of practice which he or she wishes to achieve through the professional development activities being undertaken, has been developed in one establishment visited. In one authority, Impact Indicators are being developed, while others are intending to introduce the 'Pathways' material. It is also acknowledged that wherever classroom observation or shadowing is occurring, this could be focused on the effects of CPD on actual practice. One or two authorities are now moving beyond this position, with arrangements whereby impact on practice is monitored after 6 months, or with groups set up to produce guidance as to how the impact of specific initiatives can be measured.

Issues arising

- The need to develop guidelines and methods by which the impact of CPD can be measured.

Good practice

- Documentation which specifies the outcomes sought from professional development activities in terms of its practical effects
- The development of impact indicators
- Authority working group to produce guidance on the measurement of the impact of CPD
- Following up with individuals the impact that CPD activities undertaken have had on their practice over time

Resources

Authorities and schools frequently commented on the value that has been gained from the commitment of resources specifically to CPD. All were concerned that the level of resourcing should not be reduced, particularly at a time when the value and benefits of

CPD team visits to local authorities

CPD was increasingly being acknowledged by all levels of staff. This view was strongly reinforced in the current round of visits.

Issues arising

- The need to continue present high level of resourcing for CPD
- The need to provide an evidence base to justify the continuation of the present level of resourcing

CONCLUSION

The programme of visits carried out by the National CPD Team has covered all authorities in Scotland over the period January 2005 to June 2006. There has been much change and development in that time, and it is clear that, while authorities may be at different stages in their development of PRD and CPD for teachers, the direction of travel across all, is consistent and positive. All have made a considerable investment in time, and other resources in this area, all have examples of very good practice in their schools, all report a very positive response to the probationer induction programme, all are interested in developing the role of technology in supporting and offering CPD. The view they express of the approach to PRD and CPD amongst teachers generally is that this has changed, and is changing further, in that teachers are increasingly recognising the value and benefits of these processes for themselves, and for the children they teach. Concerns they express are around those teachers who, they feel, are not positively engaged, and for the continuance of current levels of resourcing in a future in which financial constraints on Councils are expected to tighten. Other concerns which have been expressed have been noted above, and some of these have been considered at length in Occasional Papers published by the National CPD Team, or in conferences, network meetings and seminars they have run.

The continuing work of the National CPD Team will engage with the issues and concerns with which teachers, schools, and authorities are grappling, as well as with the developments and solutions that they seek.

SUGGESTED AREAS FOR ACTION

1. Schools

- Continue to promote to teachers the benefits of CPD for learning and teaching
- Continue to promote among teachers an awareness of the wide range of activities that can provide CPD
- Promote awareness and use of standards at all levels in the PRD process
- Develop school ethos as a 'learning organisation' for all staff
- Identify experienced teachers particularly suited to the mentor role
- Involve staff in decision making in terms of priorities and resource allocation for CPD
- Develop and use in-house staff as a CPD resource eg. chartered teachers, teachers with 'professional recognition, mentors, peer support
- Increase awareness and use of the document 'CPD for Educational Leaders'
- Provide contexts for teachers at all levels in which leadership skills can be developed and exercised

CPD team visits to local authorities

- Review and revise school documentation in line with good practice identified in this report
- Monitor and evaluate the impact of CPD on learning and teaching

2. Authorities

- Explore possible areas for inter-authority collaboration in providing and supporting CPD
- Build capacity to offer support and development in curricular areas
- Revise reviewer/reviewee training to raise quality of PRD process
- Promote the awareness and use of Standards at all levels in the PRD process
- Consider the implications of corporate policies, structures and joint working, including community schools, for CPD
- Develop a structured approach to the provision of 'acting' posts, secondments, shadowing opportunities, placements etc
- Increase awareness and use of the document 'CPD for Educational leaders'
- Provide contexts for teachers at all levels in which leadership skills can be developed and exercised
- Provide training to develop in-house staff as a resource to provide and support CPD
- Develop guidance to support schools in the identification and training of mentors and mentees
- Build capacity to offer support and development in curricular areas
- Encourage teachers in career development in relation to principal teacher, chartered teacher, depute and head teacher posts
- Develop CPD activities for competent and experienced teachers who wish to remain in their current post, at all levels
- Consider the CPD needs of supply staff and how they can be supported in meeting these needs
- Consider how the Standard for Headship can support the role of depute headteacher
- Provide appropriate CPD activities for experienced headteachers, including developing their role as officers of the authority
- Provide advice and guidance to schools on monitoring the impact of CPD
- Provide structures for the sound management and leadership of CPD at Authority level
- Focus on and support the role of depute headteacher at authority level

3. National

- Issue advice and guidance on chartered teachers (Occasional Paper 1: August 2005 National CPD Team)
- Issue advice and guidance on head teacher appointment procedures (Occasional Paper 2: August 2005 National CPD Team)
- Build capacity to offer support and development in curricular areas
- Establish pilot project for teachers in their post probationer years (National CPD Team)
- Issue paper on Professional Review and Development (Occasional Paper 5: September 2005 National CPD Team)
- Issue paper on Categories of CPD (Occasional Paper 4: September 2005 National CPD Team)
- Issue paper on CPD for curriculum leaders (Occasional Paper 6: October 2005 National CPD Team)

CPD team visits to local authorities

- Organise seminar on measuring the impact of CPD (June 2006: National CPD Team) and develop practice guidelines as appropriate
- Issue paper on PRD and CPD for supply teachers (Occasional Paper 7: September 2006: National CPD Team)
- Revise and reissue the documentation offering advice and guidance on all aspects of CPD (National CPD Team)
- Identify and reflect on the views of the classroom teacher in relation to PRD and CPD, and consider how these might inform and guide further improvement and development
- Consider and advise on how technology can support and create further development in all of the areas above (National CPD Team)