



National CPD Team

Categories of CPD Fleshing out the Standards December 2005

In this paper we consider:

- How can we improve access to the right CPD for teachers?
- How can we develop comprehensive and genuinely developmental programmes for teachers at each stage of their career?
- How do the CPD Standards relate to each other, and how can they help identify good CPD opportunities?

Categories of CPD: Fleshing out the Standards

Contents

- Introduction
- Background
- Professional Review and Development
- Getting the right CPD opportunity at the right time
- Using the categories
- The categories
- The categories: Table with more detail
- Suggested areas for action

GLOSSARY OF TERMS USED IN THIS PAPER

The following abbreviations have been used:

CPD	Continuing Professional Development
PRD	Professional Review and Development
ITE	Initial Teacher Education
SFR	Standard for Full Registration
HGIOS?	How good is our school?
GTCS	General Teaching Council Scotland
CTS	Chartered Teacher Standard
SfH	Standard for Headship
CPD for EL	CPD for Educational Leaders

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 fourth in a series of occasional publications which aim to enrich ongoing discussion, to clarify concerns, to identify possible solutions and suggest future actions. Others in the series are:

Occasional paper 1: The Contribution of Chartered Teachers, August 2005

Occasional paper 2: Headteacher Appointment Procedures, August 2005

Occasional paper 3: CPD Team Visits to Local Authorities January – June 2005

Copies of these papers can be requested from members of the team at the address at the end of this paper

BACKGROUND

There is a clear and growing acknowledgement that an essential element in school improvement lies with the professional development of teachers. The best school improvement plan will fail to deliver if teachers are not fully engaged, and feeling confident and competent in their ability to implement it. The right CPD, offered at the right time, can re-motivate and re-energise jaded staff, keep already motivated staff engaged and reflective and release high levels of energy and innovation. It can support school leaders in ensuring that the culture of the school is positive and reflects that of a learning community, and helps make sure that teachers feel valued. To support the development of our ambitious, excellent schools, it is important that teachers, schools and authorities continue to strive to identify and deliver the wide range of high-quality professional development opportunities, that will meet the needs of all teachers, regardless of location, experience or aspiration.

PROFESSIONAL REVIEW AND DEVELOPMENT

At the heart of this challenge is the professional review and development process (PRD). Significant progress with PRD has been made since the publication of *Professional Review and Development* (SEED 2000) and it seems that almost all Scottish teachers have had a professional review in the last 12 months. All local authorities visited have PRD guidelines and reviewer/reviewee training in place which draw from the national guidelines.

The topic of PRD will form the basis of a CPD Team Occasional Paper over the next few weeks.

However, our visits to authorities and schools suggest that we must now consider the quality of the PRD experience, which from teacher feedback seems to be very patchy. Best practice appears where the process is simple and unbureaucratic, where reviewer and reviewee are well-trained and value the process and where teachers self-evaluate using whatever tools are agreed locally (usually based on the Standard for Registration, How good is our school?, or CPD for Educational Leaders). At the interview, outcomes from or impact of last year's CPD are discussed. Strengths are identified, and possible CPD responsive to these are considered. Development needs, and an outline plan for addressing these are agreed. In the course of the next year, the teacher then accesses appropriate CPD activities, supported by his or her CPD coordinator, records these and notes impact/outcome, and this information then informs the next self evaluation, and the process continues.

GETTING THE RIGHT CPD OPPORTUNITY AT THE RIGHT TIME

For some teachers, identifying and accessing good quality CPD that is genuinely developmental remains a problem. Many are aware of the Standards but are unclear about the relationship between them, and the relevance for their own development. The National Register of CPD was set up to ensure equal access to teachers regardless of their geographical location, but to date this has not delivered all that was hoped¹.

¹ Work is currently underway by the National CPD Advisory Group sub-committee on the National Register to consider ways in which it can be made more useful to teachers.

CPD requires that teachers access the opportunities which are personally relevant. An opportunity that is exciting and refreshing for one colleague, does not necessarily work for another. An invitation to present a new initiative at a conference might inspire one colleague to reflect and develop; another teacher might find this quite de-motivating and unwelcome. Visiting a school with excellent practice in working with dyslexic pupils might be of great interest to a teacher who has dyslexic pupils, but would be less useful if that were not the case. Timing is also important. A CPD event which gives teachers the opportunity to learn a new skill is unlikely to make a real impact unless the teacher has the opportunity to practice and develop that skill soon afterwards. In considering the value that CPD can add to practice, we need to be aware that much depends on the aspirations and environment of the teacher, and the relevance of the opportunity for his or her current priorities.

USING THE CATEGORIES

To address these issues, we suggest it may be helpful to break down CPD requirements into 8 very broad, experience-related categories. They are intended to be illustrative and to offer loose indications of what might constitute the main areas of teacher development. In the widest sense, they suggest what might be appropriate areas for development at various stages of a teacher's career. Most teachers will move frequently between categories and will make selections of CPD which are based on their professional circumstances and environment. Many teachers will engage in CPD from more than one category in any one year. We hope that if the categories become widely used, they will help teachers to reflect on progression within their CPD plan and to make more and rigorous use of the Standards appropriate to their personal professional aspirations, environment and priorities.

Teachers often turn to their school or local authority CPD Coordinator for advice when they are seeking the best way to address areas for development, and it is important that these colleagues are in a position to offer high quality advice. We believe the Categories can be helpful in identifying what might be considered. Also, local authority coordinators sometimes struggle to ensure that the centrally-offered CPD programme is comprehensive and offers a good balance of opportunities to all teachers. Again we hope that the categories as described below will offer a tool which can be used to ensure this, protect against a one-size fits all approach and be a useful check that the appropriate audience for any new CPD development has been identified and targeted.

Above all, we hope the use of the categories can contribute to changing the view that CPD is synonymous with "doing a course" - a view that is proving very difficult to shift.

The categories are listed over, followed by a commentary on each.

Proposed categories of CPD:

- 1 Working towards *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 leaders: *CPD for Educational Leaders*
- 7 Working towards achievement of *Standard for Headship*
- 8 Maintaining and enhancing the *Standard for Headship*

Each of the Categories is explored more fully in the table that follows

Categories of CPD - Fleshing out the Standards

1 SfRa Working towards achievement of SFR	Target	Documents	Notes
<p>This category offers opportunities and programmes of support for teachers on the induction scheme, or those who are undertaking alternative routes to full registration. It is already well developed within most local authorities.</p> <p>Teachers will self-evaluate against the SfR and will develop a portfolio of evidence of their progress.</p> <p>Programmes offer a mix of experiential and formal learning. The most important source of CPD will be the experience of teaching supported by an experienced colleague, but opportunities to observe and to be observed, in one's own school and in a range of schools, are key elements. Much of the more formal CPD will be offered in school by the school induction manager/mentor, and will follow guidelines from the GTCS.</p> <p>In addition local authorities have developed programmes to bring teachers on the induction programme together to support networking and ensure effective peer support structures. Typical programmes include core and optional provision, covering all aspects of the SFR. Teachers in the induction year will also need access to opportunities aimed at developing their curricular knowledge and understanding.</p> <p>Key elements include: Mentoring, curricular knowledge, establishing relationships, managing behaviour, learning styles, home-school links, planning, monitoring and evaluating learning, giving feedback, assessment, peer observation, networking, etc.</p>	<p>Probationers</p>	<p>IT E Benchmarks</p> <p>SFR</p> <p>HGIOS?</p> <p>GTCS support documentation</p>	<p>The CPD team will address issues of consistency and sharing of best practice.</p> <p>All local authorities visited have programmes of CPD for probationer supporters/mentors – some accredited</p>
2 SfRb Maintaining and enhancing SFR 1			
<p>Teachers will find opportunities and programmes of support appropriate to those who are in the early years of their career. They will build on and extend the excellent programmes that are offered in the category above, and will support teachers as they begin to plan their career development. Teachers choosing CPD from this category are likely to be engaging also in activities from categories 4 and 6, particularly as they grow in experience and confidence. Teachers will have experience of self-evaluating against the SFR, and will understand the value of collecting evidence. They may choose to begin to think about project leadership, and will begin to become familiar with CPD for EL.</p>	<p>Teachers in years 2-6</p> <p>Supply and returning teachers</p> <p>Project leaders</p>	<p>SFR</p> <p>HGIOS?</p> <p>CTS</p> <p>CPD for EL</p>	<p>Typically teachers will use the SfR to evaluate their areas of development needs, and will be encouraged to maintain and develop their CPD portfolio. This will be of particular</p>

Categories of CPD - Fleshing out the Standards

<p>There will be a comprehensive programme of activities related to curricular knowledge and development, in addition to more generic issues such as improving attainment, learning and teaching strategies, support for pupils, developing a positive ethos, making effective use of resources, support for self evaluation and reflection, collaborative working, action-based research, understanding the place of the school in the wider political picture, etc.</p>			<p>importance if they decide to seek Chartered Teacher status or promotion This category of CPD is a focus area for the National CPD Team</p>
---	--	--	---

3 SfRc Maintaining and enhancing SFR 2			
<p>Many teachers may choose to stay in the classroom, and not seek promotion or Chartered Teacher status. It is essential to ensure that good quality CPD is available to motivate and challenge this group. Experienced teachers may be acting as project leaders, or may be leading working groups or task-based teams, and will therefore be supported by CPD for EL. Maingrade teachers are most likely to continue to use SFR to evaluate CPD needs, and it is important that CPD opportunities are available to extend and develop their professionalism at an appropriate level.</p> <p>In this category, many excellent developmental CPD opportunities will result from supporting and working with others as a coach, mentor or project leader. There may also be opportunities to learn more about other sectors, other schools and other systems.</p>	<p>Teachers with 4 + years service</p> <p>Supply and returning teachers</p> <p>Project Leaders</p>	<p>SFR</p> <p>HGIOS?</p> <p>CTS</p> <p>CPD for EL</p>	<p>Opportunities will include those aimed at refreshing and re-energising experienced staff. These might include applications for study breaks, placements in business, etc.</p>

4 CTa Working towards achievement of CT			
<p>Teachers will be able to access specific courses, eg 'Preparing for Academic Study', 'Developing and maintaining a portfolio', etc., but will also find support through local and national networks. They may well find additional suitable opportunities in categories 3 and 6. In any one year, their CPD will address their development needs, but will also be likely to reflect their chosen area of study. Teachers will evaluate their progress against the CTS, and will be required to submit a portfolio of evidence.</p> <p>In this category, teachers will "count" work done towards CT status where this addresses development needs agreed through the PRD process. Their CPD plan will support their development as enhanced classroom practitioners</p>	<p>Teachers at top of pay scale, with a CPD portfolio</p> <p>Teachers interested in/preparing for CT status</p>	<p>CTS</p> <p>SFR</p> <p>HGIOS?</p>	<p>CT providers are required to ensure that programmes and opportunities are coordinated with teacher requirements.</p>

5 CTb Maintaining and enhancing CT			
<p>Having achieved CT status, there will be an expectation that teachers will continue to develop professionally in order to refresh their practice, and maintain excellence in the classroom. They will require CPD that stretches and extends their professional practice.</p>	<p>Chartered Teachers</p>	<p>CTS</p> <p>CPD for EL</p>	<p>As more teachers achieve the CTS, it is important to make sure</p>

Categories of CPD - Fleshing out the Standards

<p>Chartered teachers will be expected to self-evaluate against the CTS, and to continue to maintain their CPD portfolio to demonstrate their continued maintenance of the standard.</p> <p>As with category 3, many of the most developmental opportunities will emerge from collaborative projects in school, work related to sharing good practice, supporting colleagues both in school and in a wider context where appropriate, etc. CTs will find much helpful guidance and advice in CPD for Educational Leaders.</p> <p>The National CPD Team has issued an occasional paper addressing the contribution that chartered teachers might make within their schools. This gives some illustrative examples of how CTs might continue to develop.</p>		<p>SFR</p> <p>HGIOS?</p> <p>Occasional Paper 1: The Contribution of Chartered Teachers</p>	<p>that their development needs in support of the maintenance and enhancement of the standard are addressed</p>
--	--	--	---

6 EL Project, team and school leaders: CPD for EL			
<p>This category offers opportunity to all teachers to consider leading at project or team level. Also many teachers are appointed to leadership roles and have no wish to progress further in terms of promotion. There is a need to ensure that they have access to good induction on appointment, and to high quality experiences which help ensure that they remain fresh and focussed throughout their career.</p> <p>Other teachers may wish to use their current leadership role as a springboard for further career developments, and will require support in achieving this aspiration. CPD for EL can help both groups of these teachers to identify where development needs exist, and what kind of opportunities might be accessed to meet these.</p> <p>There will also be a need for good programmes to build the capacity of teachers at this level to support and develop other staff for whom they have a responsibility.</p>	<p>Experienced teachers</p> <p>Principal teachers</p> <p>Faculty leaders</p> <p>Depute headteachers</p> <p>Headteachers</p>	<p>CPD for EL</p> <p>HGIOS?</p> <p>SFR</p>	<p>The National CPD team will be gathering and sharing best practice in the areas of CPD for PTs and faculty heads and will produce briefings</p>

7 SfHa Working towards achievement of SfH			
<p>This category encompasses development opportunities for those teachers who are seeking promotion to depute headteacher or headteacher. Experienced teachers may also find some interesting opportunities relevant to their professional development. This is a key area if we are to ensure that more teachers are prepared/ready to undertake school leadership.</p> <p>The identification of development needs is likely to be through SFH, and will include formal programmes of study leading to SQH, as well as access to the new alternative routes to SFH.</p> <p>Programmes designed to support specific groups within this category will also need to be offered. Those new in post will require good induction.</p>	<p>Experienced teachers</p> <p>Principal teachers</p> <p>Faculty leaders</p> <p>Depute heads</p>	<p>SFH</p> <p>CPD for EL</p> <p>HGIOS?</p>	<p>There are many excellent programmes available in LAs, and there are clear links into possible areas of interest for the national leadership development programme. Alternative routes to SFH will be consulted on later in 2005/6</p>

Categories of CPD - Fleshing out the Standards

8 SfHb Maintaining and enhancing SfH			
<p>It is a requirement that headteachers and their deposes understand the value of continuing to engage in high quality and challenging professional development activities throughout their career. Such experiences should be concerned with the role of the headteacher as the leading leader at school and strategic level, and CPD for EL offers helpful guidance, and takes account of the particular needs of long-serving headteachers.</p> <p>Many experienced school leaders will find that an opportunity to take some time out to study, undertake a shadowing or placement, or to attend a residential experience is helpful in offering new insights and perspectives. Significant professional growth is also achieved through coaching and mentoring colleagues, and through working at strategic level within the local authroity.</p> <p>There is a great deal of good practice in authorities in this area, both in terms of initial induction, and in long term programmes of development.</p>	<p>Depute heads</p> <p>Headteachers</p>	<p>SFH</p> <p>CPD for EL</p> <p>HGIOS?</p>	<p>This area will be supported at national level by Educational Leadership Scotland, with opportunities beginning to emerge from Autumn 2005.</p>

SUGGESTED AREAS FOR ACTION

Teachers

- Develop an understanding of CPD opportunities as extending far beyond attendance at courses.
- Use the Standards to inform self-evaluation and preparation for PRD
- Use the categories to help choose activities that will suit personal strengths and development areas
- Consider ways to develop which are not just courses

Schools

- Continue to promote the benefits of CPD for learning and teaching
- Continue to promote to teachers an awareness of the range of activities that can provide CPD
- Promote awareness and use of the Standards at all levels in the PRD process
- Increase awareness and use of the document "CPD for Educational Leaders"
- Review and revise PRD processes to ensure maximum benefit to learning
- Invest in developing the role of CPD coordinator within the school

Authorities

- Use Categories to review centrally-organised programme to ensure comprehensiveness, consistency and progression, suitable for staff at all levels
- Explore areas for inter-authority collaboration in providing and supporting CPD where gaps are identified
- Develop and invest in role of local authority CPD coordinator
- Develop support for school-based CPD coordinators
- Review and revise PRD procedures to ensure they offer maximum benefit to learning
- Provide a range of contexts for teachers to develop professional skills, knowledge and attributes
- Offer training in using the competences within the Standards to self-evaluate for reviewees and reviewers

National

- Promote the categories so that they become part of the shared language of the profession
- Revise and reissue the documentation offering advice and guidance on all aspects of CPD (Scottish executive and National CPD Team)

Contact us

The CPD team are very interested in hearing your views on this or any of the other Occasional Papers which we publish, or on any other issue related to CPD

Margaret Alcorn	Margaret@cosla.gov.uk
Marjory Holmes	Marjory@cosla.gov.uk
Angus MacDonald	Angus@cosla.gov.uk

Phone: 0121 474 9367