



National CPD Team

CPD for 'curriculum manager' principal teachers
Advice and Guidance
January 2006

This paper considers three issues:

1. What are the new demands on, and expectations of, these posts compared to more traditional, familiar subject- based principal teacher posts?
2. What are the CPD needs to which these demands and expectations give rise in relation to
 - Preparing for change?
 - Transitional needs?
 - Longer term needs?
3. How can these CPD needs be met?

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CPD for curriculum managers¹

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 sixth in a series of occasional publications which aim to enrich ongoing discussion, clarify concerns, 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
- Occasional paper 4: Fleshing out the Standards, December 2005
- Occasional paper 5: Professional Review and Development, January 2006

Background

A number of authorities in Scotland are considering, or are at various stages of implementing, changes in the management structure of secondary schools, especially in relation to the post of principal teacher. In particular they are considering or are appointing principal teachers curriculum who have responsibility for a number of subjects, rather than having a focus on a single subject area. While a TAC Team paper (to be published) will address issues around the management structures of secondary schools, this paper focuses on the implications that such posts may have for CPD; in doing so it takes no position on the relative merits of the different management structures that are possible within schools.

A number of factors have been identified as driving the development of 'curriculum manager' principal teacher posts –

- the need to focus on management issues which cross subject boundaries, for example policy development, pupil support, quality assurance, raising attainment, learning and teaching, professional review and development
- the requirement to incorporate and coordinate elements in teaching and learning which cross subject boundaries, for example citizenship, health, enterprise
- the need to incorporate and coordinate in practice the legal requirements embodied in recent legislation, for example the Additional Support Needs Act, the Race Relations Amendment Act, the Standards in Scotland's Schools Act
- the desire to avoid the large discrepancies between the different levels of principal teacher within a single school, that could arise from the job sizing of traditional subject - based posts
- the desire to equalise the management responsibilities and workloads carried by principal teachers within a school
- the need to attract teachers to principal teacher as well as chartered teacher status
- the desire to reflect each teacher's higher professional status as envisaged by the McCrone Agreement, within the professional and management structures of the school.

The present paper, in focusing on the CPD needs of teachers in or aspiring to 'curriculum manager' principal teacher posts, intends to address what are developing needs in those authorities where such posts have been created, and possible future needs in those other authorities where such a development is being considered. It is based on the ideas, perceptions and experiences derived from a number of focus groups which were held throughout the country, covering some 10 authorities, and including Principal teachers, senior managers within schools, and authority personnel. The demands on, and CPD needs of, 'curriculum manager' principal teachers are described in this paper in terms of the different stages of implementation of this change in management structures, as set out below. In section 1, we consider preparation for change, in section 2 we look at transitional needs and in section

¹ A definition of "curriculum manager" for the purposes of this paper is offered in Appendix 1

3, We describe some longer term CPD needs. It should be noted, however, that particular events and circumstances may require that certain areas are approached more immediately.

While the paper focuses on the CPD needs of Principal Teachers in 'curriculum manager' posts, it is anticipated that the ideas discussed in it will be of interest and relevance to Principal teachers holding more traditional, subject-based posts.

It is important to note that the model of leadership which underpins the approach adopted in this paper is a collegiate model – one which does not invest the leadership role in a single person, whether at whole school or departmental level, but which assumes that leadership and its development will be appropriately delegated to, and accepted by, all levels of staff within the school or department.

It is important also to note that the model of CPD assumed in this paper is one in which the activities contributing to CPD extend far beyond the attendance of teachers at courses. These activities are typically longer term, workplace based and collegiate in nature, and their value as professional development increases with the quality of professional reflection upon them. This in turn means that their value as professional development will be greatly enhanced by professional support strategies such as mentoring or coaching from more experienced colleagues.

1. Preparation for change

The 'curriculum manager' principal teacher post removes the expectation that the principal teacher will necessarily be an expert in the subjects for which he or she has responsibility. This creates major opportunities for the exercise of professional leadership by all teachers within the department, in those areas of the curriculum where their interests, skills and qualifications lie. This is consistent both with a collegiate approach to leadership, and with established good practice in leadership and management at department level. The document 'Categories of CPD' (Occasional Paper 4: National CPD Team) illustrates how such leadership experiences will be supportive of teachers aspiring to Chartered Teacher or Principal Teacher status.

Teachers need continually to develop the skills they require to deliver effective teaching and learning, and to meet the expectations which their managers and employers can reasonably have of them and the remit they discharge. Similarly, 'curriculum manager' principal teachers require to identify, anticipate and prepare for the demands which will be placed on them, not least in relation to the knowledge they will require of the subject areas for which they have responsibility, but in which they are not qualified. To achieve this, schools need to create a culture in which the PRD process is owned by the staff whom it is designed to support, informed by sound self-evaluation, and underpinned by an understanding of the very wide range of activities that can contribute to CPD. The document 'CPD for Educational Leaders' will prove helpful in achieving this.

(b) Areas for professional development for 'curriculum manager' principal teachers

- Clarification of roles and remits of teachers, principal teachers, depute head teachers
- Familiarity with the Standard for Full Registration
- Familiarity with the document 'CPD for Educational Leaders'
- Team leadership
- Training in the Professional Review and Development process, and in the use of the Standards - Full Registration, Chartered Teacher, and Headship - as self evaluation tools for teachers within it
- Clarification of the range and depth of knowledge required to discharge management responsibilities in subject areas where the principal teacher is not qualified eg.
 - course content
 - subject calendar requirements
 - SQA arrangements

- identification of good practice in learning and teaching
- quality assurance
- STACS
- Health and Safety requirements
- Awareness of permeating elements eg. Citizenship, Health Promotion
- Behaviour management and pupil support

(c) Authority support

It would be reasonable for the authority to anticipate anxieties on the part of both teachers and principal teachers around the area of curriculum support in terms of the professional development of teachers. This often emerges as a concern as to how colleagues can best be supported. Authorities however already have a variety of ways in which they provide ongoing curriculum support and professional development

- Authority based subject network meetings for subject specialist teachers
 - Authority based network meetings for 'curriculum manager' principal teachers
 - A lead practitioner in every subject area identified and supported at authority level (additional non-teaching time and/ or responsibility payment)
 - An identified ' good practice' department in each subject across the authority
 - A clear support remit in subject areas where existing promoted staff are continuing in post in school
 - QIOs with subject expertise where they exist within the authority
 - Courses on each subject for the non-specialist manager
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2. Transitional needs

As the change is being implemented, a number of challenges and demands are anticipated. While professional development in subject areas was seen as necessary, the issue was not how 'curriculum manager' principal teachers could become subject experts in all areas; rather it was to establish the range and depth of knowledge they would require to discharge their management responsibilities. Other areas were also seen as being key in the transition phase of implementation, with interpersonal skills, quality assurance and Health and Safety being seen as of particular importance.

(a) Areas for professional development for 'curriculum manager' principal teachers

- Subject specific needs
 - classroom observation of good practice
 - subject calendar requirements
 - SQA arrangements
 - course content
 - Permeating elements eg. Citizenship, Enterprise
 - Applications of ICT
- Interpersonal skills
 - team leadership
 - management of change
 - negotiation skills
 - counselling skills
 - managing conflict
 - training for PRD
- Quality assurance
 - statistical analysis: STACS

- classroom observation: quality of learning and teaching
- Health and Safety
 - risk assessment
- Resource management
 - budget allocation methods
- Subject equality issues
 - funding
 - room allocation
 - CPD opportunities
 - pupil choice
 - class allocation and timetabling

(b) Authority support

While many of the sources of support suggested above as being relevant to the preparatory stage will continue to be of value during the transition stage and beyond, other sources of professional development targeted specifically on 'curriculum manager' principal teachers will be relevant at this point. In particular, the development of in-school expertise in specific areas such as statistical analysis, mentoring, and Professional Review and Development will be of particular value.

- 'Curriculum manager' principal teacher network meetings
- Subject specialist network meetings
- Specifically targeted courses in skills development
- Mentoring
- Specifically targeted workshops
- In-school expertise development eg. mentoring, statistical analysis
- Guidance on the development of Chartered Teachers as a school resource
- Online CPD and network support

3. Longer term needs

(a) Areas for professional development for 'curriculum manager' principal teachers

Curriculum

All Focus Groups were clear that 'curriculum manager' principal teachers would not be subject experts in areas in which they are not qualified. The issue for them was to have 'sufficient' knowledge; once the boundaries of what constitutes 'sufficient' knowledge have been clarified, and the required knowledge gained, the need will be to maintain and update that knowledge. The sources of support in-school and at authority level outlined above may be enough to ensure that this is done; in time, of course, other sources of support may develop, perhaps on a national or inter-authority basis. It is not impossible to imagine a national organisation such as Learning and Teaching Scotland developing a national network of regionally based subject experts, or authorities grouping together to pool resources in this area.

Personnel Management

While training in the different areas of interpersonal skills outlined above will always be important, they have particular relevance at times of major change. In the longer term, it is anticipated that other, additional needs will emerge in relation to the management of personnel by 'curriculum manager' principal teachers. In the case of newly-appointed 'curriculum manager' principal teachers their needs will more closely match those outlined under transitional needs as outlined above.

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- Staff welfare
- Grievance and discipline procedures
- Staff selection
- Mentoring and coaching skills
- Attendance monitoring

Quality Assurance

As with aspects of the curriculum, it seems reasonable to anticipate that expertise will develop with experience, and with the supports outlined above. In this case, the need will become one of maintaining and updating knowledge and skills. In the case of newly-appointed 'curriculum manager' principal teachers, their CPD needs will more closely match those outlined under transitional needs as given above.

Health and Safety

The same considerations that apply to the curriculum and to quality assurance should apply here also - as skills and knowledge develop with experience the need will become one of maintaining and updating knowledge and skills.

Whole School management

As 'curriculum manager' principal teachers gain in knowledge, experience and confidence in the management of their departments, there is a clear expectation on the part of head teachers, depute head teachers and authorities that they will develop a whole school perspective in terms of their contribution to the development and management of the school. Whereas in the past principal teachers of a single subject could, and sometimes did, act as though their role was to be an advocate for their own subject in competition with others, 'curriculum manager' principal teachers will be expected to see their role quite differently. To do this, they will require to be supported through their professional development in developing a much broader perspective in their thinking in terms of the management, development and improvement of the whole school. The areas in which their professional development will focus in this regard could be, for example;

- Whole school vision
- School development and improvement planning
- School leadership
- Permeating elements - citizenship, health, enterprise etc
- Quality assurance
- Integrated Community School and inter agency working
- Mentoring, coaching and supporting staff
- Implications of legislation
 - ~ Standards in Scotland's Schools Act
 - ~ Additional Support Needs Act
 - ~ Race Relations Amendment Act
 - ~ Disability Discrimination Act

'Curriculum manager' principal teachers who are operating at this level would also be ready to benefit from the professional development available through an 'acting' post at the level of depute head teacher; they will also have reached the point when, by the same token, they are ready to consider preparing themselves for the next step in their career progression, should they wish to take it.

It is to the question of appropriate professional development for 'curriculum manager' principal teachers aspiring to the post of depute head teacher that this paper will now turn.

Career development needs for 'curriculum manager' principal teachers

As has been noted above 'curriculum manager' principal teachers who are experienced and competent in this role will be working effectively in a number of areas which transcend the traditional subject boundaries, and they will be thinking about their Departments in the context of the

improvement and development of the whole school. The next step in career progression for those who may wish to take it, is the step to depute head teacher. All focus groups took the view that 'curriculum manager' principal teachers aspiring to the post of depute head should broaden their view and experience of operating at the level of the whole school still further. In this regard, gaining actual experience of the role of depute head teacher was seen as being of particular value; there was therefore a strongly expressed view that authorities should develop a structured, planned system of providing 'acting' post opportunities - the present situation where such opportunities may arise simply by chance within a school was not seen as satisfactory or fair.

There was also a view that, while gaining actual experience at whole school level is important for someone aspiring to post of depute head teacher, maximum benefit would be gained by the provision of support such as mentoring or coaching from an experienced depute head. A number of areas and opportunities for professional development were seen as of particular importance, as outlined below.

- Awareness of the Standard for Headship
- Awareness of the document 'CPD for Educational Leaders'
- Preparatory management courses
- Awareness and experience of school timetabling
- Experience of leadership at whole school level eg. task group leadership
- Experience of membership of the school SMT
- Opportunity of 'acting' post experience for a significant period of time
- Job shadowing within or outwith school
- Mentoring or coaching from an experienced colleague
- Inter-agency working
- Pupil care and support
- Education and the law
- Placement in industry or other public sector organisation
- Undertaking a lead role in a cross -sector, school cluster development
- Awareness of whole-school administration
- Awareness of parental involvement

(b) Authority support

In all aspects of the discussion of the likely professional development needs of 'curriculum manager' principal teachers, there was an acknowledgement that, while formal courses whether accredited or otherwise would provide significant professional development, learning grounded in professional practice and experience would be of major importance. While the basis of this learning could lie in being responsible for the implementation of a policy or initiative, chairing a working group, undertaking practice based research, or undertaking an 'acting' post, the professional development realised through any of these experiences would be greatly enhanced if the experience were supported in some way. This could be by a line manager, or another colleague acting as mentor, coach or 'critical friend'. This has the further implication that the authority requires to build its capacity, and that of its establishments, not only to provide enough of the appropriate kinds of opportunities, but to support them. The development of experienced staff to provide mentoring or coaching support would be in itself a valuable piece of professional development for the staff involved.

- Structured provision of 'acting' post opportunities
- Creation of a pool of staff ready for 'acting' post experience
- Mentor training
- Coaching training
- Provision of formal management courses
- Identified task implementation opportunities
- School leadership opportunities
- Timetabling courses
- Inter-agency training

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- Awareness raising of the Standard for Headship
 - Awareness raising of the document 'CPD for Educational Leaders'
 - Pupil care and support training
 - The wider context of the school
 - the community
 - the Council
 - the law
 - accountability: HMIE, Best Value
 - Secondments
 - Placements out with the authority
 - Study visits
 - Supported personal study
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4. Implications for teachers

As more teachers are appointed to 'curriculum manager' principal teacher posts, class teachers will have greater opportunities to exercise and develop the leadership role in those areas where their skills, interests and subject qualifications lie. Other implications also emerged in the course of the discussions within the focus groups. It was noted that many young teachers are expressing concern about what they see as the restriction of future opportunities for promotion to the post of principal teacher. They believed that this may have an effect both on individual teachers, and within the education system as a whole, if teachers feel that there is little point in aspiring to, or preparing for the role of principal teacher because there is little chance of obtaining such a post. There is also a feeling that the step from teacher to the 'curriculum manager' principal teacher post is significantly greater than that from teacher to a subject-based principal teacher, and therefore demands more in the way of professional development in preparation. In combination, these factors may turn teachers away from the principal teacher role, and towards Chartered Teacher status. Ease of access to, and support in, appropriate professional development will be crucial in ensuring that this does not happen.

The view was also expressed that the development of a standard relating to principal teachers would be useful in clarifying for teachers what the role actually entails; others, though, felt that a proliferation of standards would not be helpful, particularly since the competences required for departmental management can already be found in the Standard for Headship, and helpful guidance in the development of appropriate skills through practical experiences is given in the document 'CPD for Educational Leaders'.

Other teachers said that while good professional development opportunities are available in and through the school, the authority has a role in ensuring that these opportunities are sufficient in number and equally accessible to all who may wish to benefit from them. Such opportunities should focus on the management and implementation of cross-curricular initiatives and issues, the development of leadership and personnel management skills, and the acquisition of useful knowledge about other subject areas. This could extend to gaining the Certificate of Professional Recognition, in those cases where teachers have the appropriate knowledge and skills,

Areas of CPD which were thought to be appropriate for teachers in the changing environment were:

- Greater teacher familiarity with the Standard for Full Registration, and what this means in terms of what managers and employers can reasonably expect
- Training in the Professional Review and Development process, and the use of the Standard for Full Registration as a self evaluation tool for teachers within it
- Greater teacher familiarity with the document 'CPD for Educational Leaders'
- Project leadership

Appendix 1

Definition

For the purpose of this paper, the 'curriculum manager' principal teacher post is taken to be one in which the post holder is responsible for two or more subjects, and will therefore typically be responsible for one or more subjects in which he or she is not professionally qualified. The older, more traditional and familiar model is that of the subject-based principal teacher, where the principal teacher typically has responsibility for a subject (or subjects) in which he or she is professionally qualified.

It should be noted that the distinction between these two kinds of post is not absolute; there have been examples in the past where a principal teacher has taken responsibility for a subject - generally a closely related subject - in which he or she is not qualified. The distinction is useful for the purpose of discussion though, in delineating and describing two kinds of principal teacher posts in secondary schools in Scotland, of which the expectations and remit may be significantly different.

It is also the case that schools which have a 'curriculum manager' structure of principal teachers may have a principal teacher post devoted to a single, very large subject area, such as English or Mathematics. In this case, the expectations and role that the principal teacher will be required to fulfil will be exactly the same as those of his or her more obviously 'faculty' colleagues. Posts of this kind often have additional areas of responsibility within the school, such as 'literacy' or 'numeracy'.

In making this distinction, and in focusing on the demands and expectations being placed on the 'curriculum manager' principal teacher, it is not the intention of this paper to argue, explicitly or implicitly, that all of the demands, expectations and needs referred to are exclusive to this kind of post. Rather, it is assumed that a very great deal of what is discussed here will have direct relevance also to subject-based principal teachers; they, too, have to operate within the parameters set out in Annex B of the McCrone Agreement.

Method

Given that one of the aims of this paper is to contribute to the discussion presently happening around 'curriculum manager' principal teacher posts, it is important that it reflects current issues and ideas, and feeds them back into the discussion at a point in time when it can help that discussion to move on. This does not allow time for detailed and painstaking research across the whole field of study; it requires that we take soundings within it. The focus group approach on which this paper is based, is such a sampling technique, in two senses. It takes a sample at a certain point in time, out of all the possible points in time when it could be taken. It also takes sample groups of people, out of all those who are involved with the issues. A sample may represent the population from which it is drawn more or less completely, so it is important that this paper is seen as a contribution to the debate, rather than as a series of definitive answers to the questions that have arisen within it.

Nevertheless, this paper is based on the thinking and experience of colleagues who are deeply professionally involved in the development and implementation of the new principal teacher posts. The National CPD Team is grateful to them for their willingness to share this experience, to give the time and effort necessary to attend the focus groups, but above all for the quality and clarity of their thinking.

Appendix 2

Suggested Areas for Action

National level

- Ongoing monitoring of the implementation of the McCrone Agreement with particular reference to CPD
- Consideration and development of the contribution of national bodies, for example LTS and SQA, to CPD
- Encouragement of inter-authority collaboration, provision and support in relation to CPD
- Continuation of funding support specific to CPD

Authority level

- Clarify the extent of 'sufficient' knowledge for non-specialist subject managers
- Establish structures to support CPD in each subject area
- Develop capacity at authority and school level to provide a wide range of experiential, workplace based professional development opportunities
- Develop capacity at authority and school level to support experiential learning, for example mentoring, coaching, Chartered Teacher
- Develop a structured approach to the management of 'acting' posts at each level
- Identify a pool of staff ready to undertake 'acting' posts at each level
- Develop awareness and use of key documents - CPD for Educational leaders
 - Annex 'B'
 - Standards
- Provide training in PRD
- Provide a programme of courses, workshops and seminars as appropriate for targeted groups of staff
- Continue specific funding support to schools for CPD
- Vary and develop the focus of CPD through the phases of establishment of 'Curriculum Manager' principal teachers as outlined in this paper
 - Preparing for Change
 - Transitional Needs
 - Long-Term Needs

School Level

- Involve all staff in clarification of roles, remits and expectations, at all levels
- Involve all staff in identification and resolution of practical issues arising from 'Curriculum Manager' principal teacher appointments eg. pupil discipline referrals in split-site departments
- Develop capacity to provide a wide range of workplace-based professional development opportunities in-house and externally
- Develop awareness and use of key documents
 - CPD for Educational Leaders
 - Annex 'B'
 - The relevant standard
- Develop capacity to provide support for experiential workplace based professional development eg. mentoring etc

Individual members of staff

- Develop understanding of role, remit and expectations of self and others at all levels within the school
- Develop knowledge and use of key documents as outlined above
- Contribute actively to the PRD process, including self-evaluation and the identification of appropriate CPD activities and support

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- Maintain a CPD portfolio, including evidence of achievement against the relevant Standard

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