



National CPD Team

**Teachers for Excellence
A model for CPD**

February 2007

This paper consists of two parts:

Part 1: What does a teacher for excellence need to know and be able to do?

Part 2: The Four Stages of CPD

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 eighth 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	October 2005
Occasional paper 4: Fleshing Out the Standards	December 2005
Occasional paper 5: Professional Review and Development	January 2006
Occasional paper 6: CPD for Curriculum Managers	January 2006
Occasional paper 7: CPD for Supply Teachers	June 2006

If you would like to comment on any aspect of this paper, or would like copies of previous papers, then please contact margaret@cosla.gov.uk

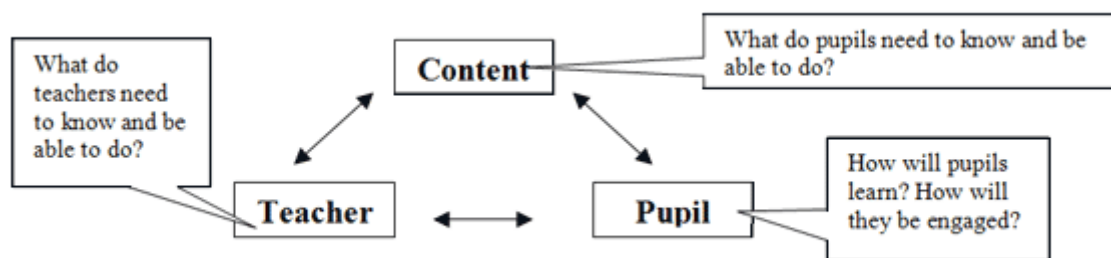
In the papers below, Margaret Alcorn, national CPD Coordinator, gives her view of the professional development implications which might arise from the development of *teachers for excellence*. **They were first posted on the *Teachers for Excellence* discussion forum, which took place between December 2006 and February 2007.**

Part 1 What does a teacher for excellence need to know and be able to do?

At the Scottish Learning Festival in September, the then Education Minister Peter Peacock spoke of the need to ensure that the curriculum for excellence is taught by 'teachers for excellence'.

He made it clear that the Executive was committed to ensuring teachers have access to high-quality professional development, helping them build their confidence and competence to ensure successful outcomes for young people, and to help all teachers re-engage with their professionalism in the service of pupils' learning.

I believe the focus on teacher development as an essential element of the successful delivery of curricular reform will be welcomed by many. In his book, 'School Reform from the Inside Out', Richard Elmore argues that successful educational change requires attention to three separate, but closely interrelated, aspects of the curricular core, as shown below:



Elmore contends that to address any of these in isolation is an error, as all three are fully interdependent and action in one area results in change in the others.

Traditionally, Scottish curricular reform has been built round content and this has at times resulted in insufficient attention being paid to teacher and pupil engagement. Most teachers' past experience was that the first indication of changed expectations came in glossy packs giving detailed requirements of how to 'deliver' the new curriculum. Teachers worked hard to respond positively to directives, but there was little sense of ownership. Teachers want us to learn from this, to ensure an appropriate focus on teacher and pupil preparation in the plans to implement A Curriculum for Excellence.

So what is the new context in which teachers will learn? What kind of professional development will have the biggest impact in changing practice in the service of improved pupil learning? How can we design CPD to support and develop the capacity of teachers and pupils to commit to the excellence agenda at a deep level within their schools?

I believe there are five - interdependent - essential elements present in excellent teaching. Taken together, they describe a possible model for developing teachers for excellence.

Good teachers have:

- **A positive attitude to pupil learning**

Successful implementation of A Curriculum for Excellence requires teachers to adapt teaching practice to meet pupils' needs.

Teachers need professional development that builds on good practice in areas such as Assessment is for Learning and Determined to Succeed, where schools introduced teaching approaches which minimise disruptive and disengaged behaviour. These initiatives help teachers maintain a consistent focus on pupil learning, internalising accountability for every learner. The programmes have worked by offering a clear strategy and good leadership -creating a culture where staff feel supported and valued as they deliver the curriculum in new ways, supported by creative and relevant CPD.

- **An ability to communicate value to pupils**

Pupils learn best when they understand the value of their learning. Studies of pupils' views of what makes a good teacher reinforce this - effective educators interpret the curriculum in a way that makes sense, and deliver content that takes pupils' interests and contexts into account.

Teachers who have a negative view of their own efficacy may believe that problems are

the result of things happening outside the school and outwith their control. Good CPD challenges this view, as it can lead to a lack of focus on learning, and may become an alibi for failure.

- **Good content knowledge and understanding**

Currently there is a focus on developing outcomes, and clearly teachers must have good knowledge of the relevant content and curriculum areas. Strategies should engage teachers in reflection on how practice could change, and what the implications are for how children learn.

As well as having content knowledge, good teachers use evidence to improve learning. CPD can support teachers' understanding of good practice, using a range of approaches such as classroom observation records, research digests, online seminars, case studies and self-evaluation tools.

- **A teaching repertoire of many ways to impart content**

Teachers must develop enhanced expertise in teaching practices, learning new skills and increasing knowledge. All teachers must analyse their practice and reflect on how they help young people cultivate knowledge and skill to improve their own work and develop higher order learning (as [Bloom's Taxonomy](#) (see Appendix 1)).

To achieve this, teachers must know, understand and take account of children's learning styles, and this presents a rich area for professional development activity.

CPD is effective when teachers observe excellent practice, are observed and receive peer feedback. The focus on building a coaching culture also helps to promote good practice. The induction programme and initiatives developed to support AifL have shown the transformational power of teacher leaders working with teachers in their classrooms as they master new skills and adapt them to pupil responses.

- **Knowledge and understanding of connections across curricular areas**

A Curriculum for Excellence invites innovative approaches to interdisciplinary work. While many schools already have excellent practice in creating connections, it is a significant area for development for many teachers, particularly in secondary. Implicit in *A Curriculum for Excellence* is the need to move from delivering subject content to pupils, towards developing ways to pass ownership of the learning to them.

Conclusion

In his speech, the Minister made clear his respect for 'inspiring, committed and effective teachers . . . who would stand comparison with the best anywhere in the world'. He also noted the new sense of professionalism that has emerged across the education system. This reflects the experience that members of the CPD team have had, that increasingly, CPD is being fully acknowledged as a key part of all teachers' professional commitment.

We now know better than ever before what makes for good teacher CPD:

- it is essentially collaborative rather than individual
- it takes account of research evidence which indicates that the strongest influence on teacher choice of content and approach is the guidance and support of other teachers
- it acknowledges that the capacity to lead learning and develop improved practice already exists in most schools
- everyone understands and accepts that there is no magic fairy dust, all-knowing expert or simple solution.

As we drive forward with curricular reform, it is important to place teacher development at the heart of our plans. The best curriculum architecture, the most generous provision of resources, the clearest statements of policies and principles - these alone cannot deliver success without real and significant investment in the preparation and support of teachers. I believe we already have in place many building blocks to help us achieve success; the challenge is to move forward in key areas, for example:

- The Executive and councils must build leadership capacity at all levels and lead schools and teachers in seeking new ways of engaging young people who are not currently benefiting from their education.
- Schools and teachers must improve professional review and development processes to ensure they become genuine coaching interventions.
- We must all learn to use the opportunity offered by technology to enhance teachers' experience in support of improved pupil learning. This includes building collaborative networks for groups such as curriculum managers, headteachers, chartered teachers, principal teachers, early years specialists, CPD co-ordinators, probationer mentors, etc.

Peter Peacock said, 'Quality teaching is at the heart of future success. It may sound ridiculous to make this point - the most obvious point that could be made about education. But too often in the past it is the central insight that has been lost sight of.' The challenge is to maintain a balance between the three aspects of Elmore's curricular core, and give teacher development a key place in our implementation strategy. If we can achieve this, I believe we are in a strong position to see the emergence of *teachers for excellence* in all of our educational communities.

Part 2

The Four Stages of CPD : A teacher development framework

In the paper "Teachers for Excellence" above, I outlined 5 essential elements which I believe are present in all good teaching, regardless of subject or stage. These were:

- ◆ A positive attitude to all pupil learning
- ◆ An ability to communicate value to pupils
- ◆ Good content knowledge and understanding
- ◆ A teaching repertoire of many ways to impart content
- ◆ Knowledge and understanding of relationships and connections across curricular areas

What follows is a description of a model of continuing professional development (CPD) which would support teachers in developing confidence and competence in each of these areas . It outlines four stages or phases of teacher engagement with new learning, and indicates what form of CPD might be most appropriate at each stage. The phases are not discrete and there will be overlap, but taken together they describe a model of CPD which requires increasing levels of teacher ownership, decreasing levels of centrally organised courses and a movement from solitary learning towards significant collaborative activity. Teachers will of course be in different phases of CPD for various aspects of their professional development at the same time, but teachers who are innovating and creating in any one area, are well-placed to understand relationships and connections across and between curricular areas and initiatives. Our experience in the CPD team would suggest that teachers who have undertaken stage 4 CPD are confident in moving quickly through the phases when faced with new initiatives or projects.

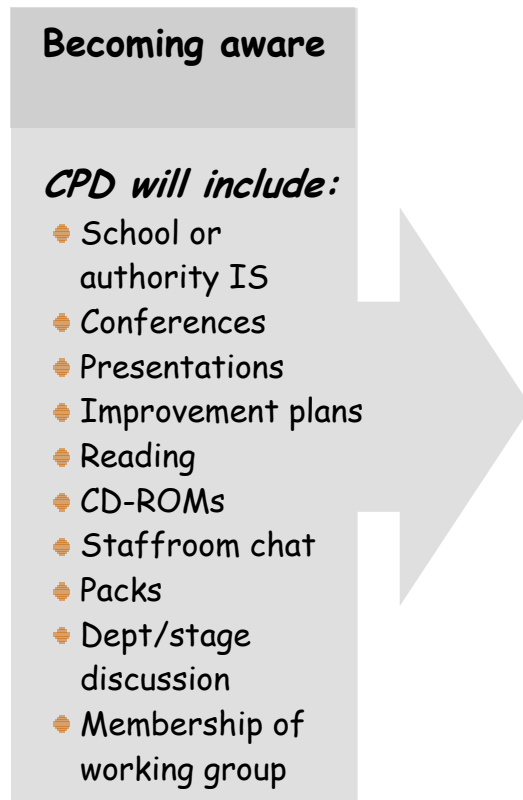
The model is offered as a way of prompting change and growth regardless of starting point. I hope it will also prove useful to school leaders who are conducting Professional Review and Development (PRD) interviews

The four stages of CPD are:

- ◆ Becoming aware
- ◆ Becoming interested
- ◆ Integrating into practice
- ◆ Innovating and creating

Each is described in more details below:

Stage 1:



At the start of any curricular reform or new initiative, the first challenge is to make all teachers aware of new information or expectations. Typically this is done by inviting attendance at conferences, or by the development of packs or CD-ROMs which are distributed to schools. In many instances, teachers may first become aware of a new area of focus through its inclusion in the school or authority improvement plan.

This is clearly a very necessary first stage, but there are possible difficulties which must be considered. Firstly this is a very passive form of CPD, and in some cases teachers may not move past this stage, and may simply wait for the materials to be disseminated in order to find out "what to do". There is a danger of teachers believing that attendance at such events is of itself a CPD activity, without considering the need for reflection and identification of next steps. Secondly, in many instances, this is the full extent of support that is offered to teachers facing new challenges. It is relatively easy to organise and cheap to deliver, and can offer a false impression that teachers have been "trained". It is important that this becomes recognised as just the first part of a teacher's CPD journey in any field, initiative or new piece of learning. Providers of such events should be discouraged from issuing certificates of attendance which are often described as evidence which can be somehow "counted" as part of CPD.

During annual professional review and development interviews, school leaders should encourage teachers in this phase of CPD to consider what the implications are for their classroom practice, and how they can begin to move in to stage 2 as described below.

Stage 2:

Becoming interested

CPD will include:

- ◆ Finding out more
- ◆ Research
- ◆ Talking to colleagues
- ◆ Joining interest groups
- ◆ Reflecting on practice
- ◆ Making small changes
- ◆ Applying new learning
- ◆ Peer observation
- ◆ Developing a
- ◆ reflective log
- ◆ Shared reflection

The important next phase in involvement in any new initiative is when teachers begin to become interested in the area and to reflect on the ways in they can become more knowledgeable. This is the beginning of active engagement and means teachers taking personal "ownership" of their learning. They begin to build their knowledge, but do so against a background of their own practice and professional environment. They may make tentative changes to their practice, review these and share their reflections with colleagues. They will begin to record new learning and insights and use this record to identify appropriate areas for CPD activity.

School and local authority CPD Coordinators can support this phase by creating opportunities for teachers to talk to each other, and by organising situations where teachers can observe colleagues and discuss their observations. It is helpful too if teachers are invited to reflect on their practice, how they might apply new insights and what further support they would wish to have during preparation for annual professional review and development (PRD) interviews.

Stage 3:

Integrating*CPD will include:*

- Internalising new learning
- Trying out new methodologies
- Classroom-based research
- Collaborative practice
- Developing and leading small projects
- Using standards to review practice
- Evaluating impact on learning

In stage three, teachers are consolidating their new learning, and beginning to internalise the new knowledge, skills and attitudes so they become part of how each teacher teaches. Strategies become integrated into every day practice, but teachers continue to try new ideas, evaluate these and share learning with colleagues. As confidence grows, teachers begin to think more widely about learning, and may choose to become involved in small scale whole school projects. Teachers in this phase of development might also consider seeking professional recognition in some aspect of their new practice or learning. They become more skilled in drilling down into the Standard for Full Registration in order to think more deeply about how they are doing, and this is reflected in their preparation for PRD. Teachers in phase three begin to evaluate the impact of their professional development on pupil learning, using a range of evidence.

In supporting CPD for teachers in this phase, schools and authorities might offer courses in such areas as *Project Leadership* and *Classroom-based Research*. Teachers will be encouraged to move out of traditional methodologies and take informed risks where the school culture supports collaboration and collegiality. School leaders conducting PRD should be challenging teachers in this phase to seek opportunities to share their learning across the whole school or within the authority as part of their CPD.

Stage 4:

Innovating and creating

CPD will include:

- ◆ Sharing and leading learning
- ◆ Seeking new insights and making new connections, eg through research
- ◆ On-line communities
- ◆ Accredited learning
- ◆ Linking and integrating learning
- ◆ Gathering and taking account of evidence
- ◆ Coaching and mentoring colleagues
- ◆ Developing and leading teams

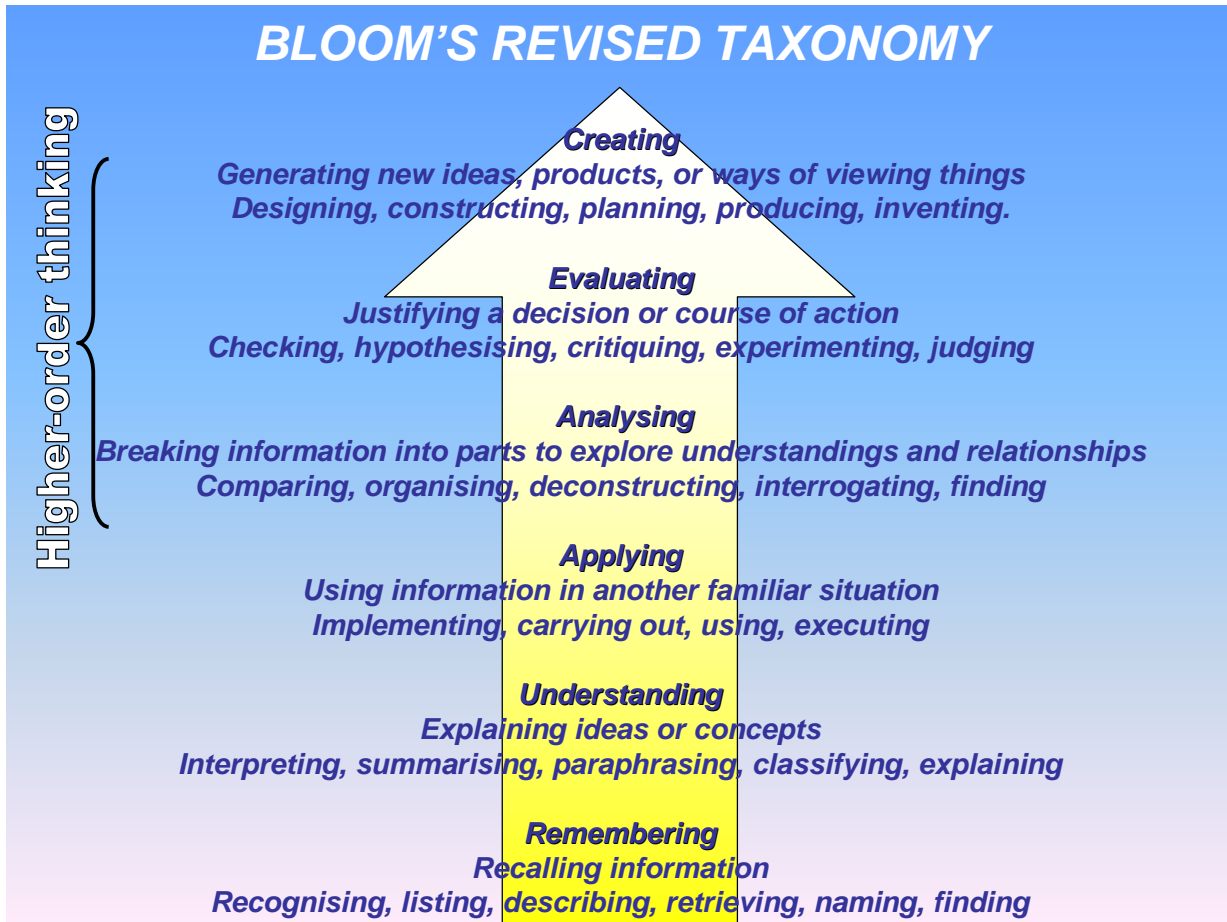
In stage four, teachers become leaders for learning. They assume responsibility for driving forward change and development for colleagues. They are confident in assessing the impact of new approaches and support innovation in others. They begin to draw linkages between different aspects of their development and develop new insights. These are regularly shared with others. They understand the importance of seeking and considering a wide range of evidence in taking decisions. Teachers at stage 4 should be encouraged to consider becoming chartered teachers and/or beginning to undertake programmes of leadership development.

School leaders should aim to identify teachers who are moving into this phase of CPD, in order to use their skills and knowledge to build capacity within the school. Teachers in this phase, for example, would make excellent mentors and/or coaches for less experienced colleagues, with appropriate training.

PRD interviews with teachers in phase 4 of their CPD should focus on the excellence of their practice and the contribution they are making to the development of a learning culture within the school. School leaders should encourage stage 4 teachers to consider leading developments within their school and authority or to engage in chartered teacher or leadership development, by clearly articulating their potential and current levels of commitment. CPD might include university courses, leading/membership of school and authority committees and working groups, developing CPD for colleagues, coaching and mentoring development, etc.

Appendix 1

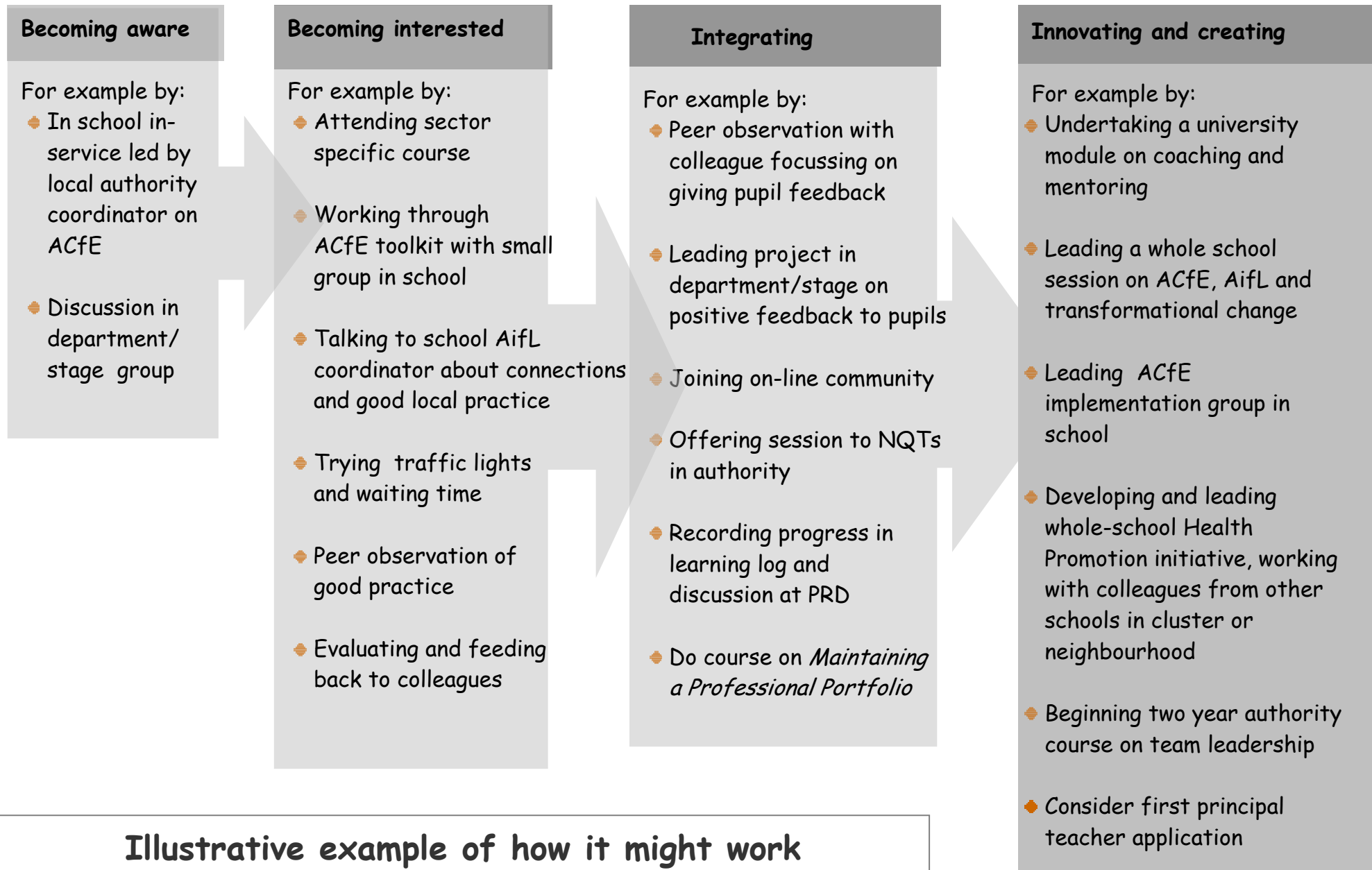
Blooms Taxonomy



Appendix 2



Appendix 3



Illustrative example of how it might work