



National CPD Team

Occasional Paper 10

A CPD Framework for Teachers in Years 2-6 of their Careers

This papers aims to:

1. outline the CPD needs of teachers in the early stages of their careers;
2. describe some of the challenges in providing CPD opportunities for this group;
3. provide examples of interesting practice; and
4. discuss issues which might influence CPD for teachers in years 2-6



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Introduction

This occasional paper aims to:

1. outline the CPD (continuing professional development) needs of teachers in the early stages of their careers;
2. describe some of the challenges in providing CPD opportunities for this group;
3. provide examples of interesting practice; and
4. consider issues which might influence CPD for teachers in years 2-6.

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Terminology

The term “*Years 2-6*” is used in the paper to describe teachers who have already completed their induction year, are fully registered and are entering the next stage of their professional development.

“*Induction year*” refers to the first year of teaching after graduation from initial teacher education programmes.

Background

The Teacher Induction Scheme was introduced to Scotland in 2001. It provides a guaranteed one-year training placement to every eligible student graduating with a teaching qualification from one of Scotland’s universities.

Probationers in year 1 bring a profile of their development needs from their initial teacher training at the university. These needs are reviewed and addressed during the induction year, through the support of a mentor and by a range a CPD opportunities made available to them through schools and local authorities.



To date there has been little information available on how teacher professional development in years 2 and beyond is identified and supported. A review of literature commissioned by the GTCS in 2006: [Developing Teachers: a Review of Professional Learning](#) acknowledged that although there is a limited body of information regarding the needs of this particular group, there is evidence emerging to suggest that the needs of these new teachers differ significantly from their more experienced colleagues.

Methodology

In 2005 the National CPD Team invited four local authorities to participate in a project to consider the CPD needs of teachers in years 2-6 of their careers. The authorities involved were Inverclyde, Renfrewshire, North Ayrshire and South Ayrshire. They were invited to participate as they had each identified this as an area for development in their strategic planning for CPD. Later, Edinburgh City Council expressed an interest in enhancing their existing CPD provision and was invited to join the project, and two other authorities, East Renfrewshire and Dumfries and Galloway, also contributed to the learning.

In addition, the paper was informed by background reading including the [HMIE Scoping Review for Initial Teacher Education](#) (October 2002), the [Review of Initial Teacher Education, Stage 2 Review Group](#), (May 2005) and [GTCS Occasional paper 5 : Reflecting on Experiences of the Teacher Induction Scheme](#) (September 2005).

To begin the study, the four authorities involved in the original project agreed to set up discussion forums for teachers in years 2-6 to give them the opportunity to:

1. reflect on the structure and content of their induction year;
2. identify gaps they perceived in their professional development;
3. provide information about the types of CPD activities and support which they would welcome; and
4. consider types of CPD activities which they believed would support their career progression.

A sample group of around 30 teachers across the four authorities, from both the primary and secondary sectors, was asked key questions about their CPD needs. The teachers included in the survey were identified by the individual authorities, either by surveying teachers known to be in years 2-6 or by random sampling. The sample included teachers in their second, third and fourth years of teaching. The project team also asked similar questions of school staff who had recent experience of supporting probationers. Teachers from two other authorities, Dumfries and Galloway and East Renfrewshire, also contributed their views.

A general summary of these responses is provided below.

Responses from teachers in years 2 - 6

1. What is your view of the structure and content of the induction year?

In each authority a programme of courses was available for probationers. The induction programme for each of the four authorities are included in Appendix 1. These



programmes were supported by other materials and resources, opportunities to network with others and the provision of mentor support. Increasingly, over the period of the pilot project the programmes also took account of development needs related to a *Curriculum for Excellence*.

Across the four authorities, the sample group considered the balance, content and frequency of training days during the induction programmes appropriate and indicated that, in general, the courses were practical and helpful to them in preparing for a Curriculum for Excellence. The group welcomed the opportunity to network with others and valued the time set aside for support meetings with mentors. In one authority, the probation managers held informal “drop-ins” when probationers could come along and meet with other probationers and their managers to discuss any concerns and share interesting experiences. Feedback from probationers who had attended “drop-ins” indicated that they welcomed the opportunity to meet informally with their peers and authority personnel while having an opportunity to engage in professional discussion.

Several suggested that a gradual transition from a 0.7 teaching commitment to a full timetable in the third term would have offered better preparation for their first post, and made the demands of this less overwhelming. The induction year was felt to build on their initial teacher education and was particularly valued by teachers entering the profession through a post-graduate route.

2. What was the quality of the support given to you by your mentor?

The group was very positive about the quality of mentor support and considered it to be beneficial to their professional growth during the first year of teaching. In general, across all the authorities, the sample valued the role of the mentor, and welcomed constructive feedback and the opportunity to “stand alone – but with support”. This positive view was particularly strong in schools where mentoring was given a high priority by the headteacher, and where consequently everyone involved felt valued. However in a small number of cases, the support was reported as erratic due to particular circumstances and pressures in the school.

A particular issue in secondary schools was whether a “whole-school” mentor, who could support learning across subject boundaries and address generic issues of pedagogy and policy, was a more effective model than that of “subject mentor”, typically the principal teacher. Some respondents suggested that the principal teacher, while offering valuable support in terms of curricular knowledge, was not always the best person to mentor the probationer because of a lack of coaching-type skills. Where the mentor had good experience and skills, the experience of the probationer was greatly enhanced. Overall, however, the support provided by the whole school mentors, the principal teacher, members of the senior management team and the headteacher was highly valued.

Some teachers suggested that they would have welcomed a reduction in levels of mentoring support in the third term.

It is interesting to note that in a number of cases, the relationship between the mentor and the mentored has continued and developed beyond the induction year.

3. What were the gaps in your professional development during your induction year?



Predictably the gaps varied significantly between authorities, and included a range of issues relating to learning and teaching. Teachers said they would have welcomed more on assessment, homework, differentiating materials and teaching styles. Particular gaps relating to the curriculum included subject content, use of assessment to inform teaching, familiarisation with resources, planning for different stages and in depth knowledge of expressive arts. Some would have welcomed CPD on other topics and resources which were specific to their authority and/or school improvement plans.

- ü *Subject content*
- ü *Assessment to inform teaching*
- ü *Familiarisation with resources*
- ü *Planning*
- ü *Expressive arts*

A small but significant majority of years 2-6 teachers said that some courses which they were required to attend were a repetition of university activities. For others, attendance at the probationers' programme meant that they missed important in-school CPD which they believed resulted in gaps in their knowledge. The teachers surveyed questioned the balance between "required" sessions and those they were offered on a discretionary basis.

Several considered that more input on themes relating to pupils with additional support needs and ICT would have been useful during the first year. Some said they would have welcomed the opportunity to visit other schools, including special schools, and possibly exchange places with other probationers in order to widen their experience. In the authorities where teachers had been encouraged to use some of their 0.3 development time to engage in classroom observation in other schools and/or sectors, this had been a valuable learning experience.

Generally, the group felt the induction year enabled them to become more confident individuals and was an excellent foundation upon which to build.

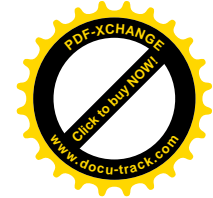
3. Which particular training experiences/activities did you find helpful as you progressed through the early years of teaching?

As a whole, the group said they learned most from experiences which were directly related to their day-to-day teaching activity. They made specific reference to subject specific content, ICT and behaviour management. They also valued opportunities to develop skills in classroom organisation and teaching of groups, formative assessment and the development of teaching styles, and aspects related to quality assurance.

For some teachers the years 2-6 had brought particular challenges. For example, particular support had been needed when moving to an unfamiliar stage and in particular from primary to nursery teaching. In the secondary sector, one teacher moved from probationer to principal teacher during her early years and felt more preparation for this would have been welcomed.

Frequent references were made to a further need for mentoring in years 2-6, but on a less formal basis than during the induction year and when requested by the year 2-6

- ü *Mentoring*
- ü *Learning and teaching*
- ü *Subject specific*
- ü *ICT*
- ü *Behaviour management*
- ü *Classroom organisation*
- ü *Formative assessment*
- ü *Development of teaching styles*
- ü *Quality assurance*
- ü *Marking*



teachers. It was suggested that meeting with a more experienced teacher, perhaps on a fortnightly basis, would have been welcomed. There was also a feeling of the need for further observation of their teaching with appropriate feedback to be continued, but in a less formal way.

Opportunities to observe more experienced colleagues, to shadow colleagues, to work with additional support needs staff and to be offered networking opportunities with other recently qualified teachers were welcomed. Opportunities for discussion around learning and teaching issues helped shape and influence developing practice in the view of our respondents.

Other areas of development which the teachers would have found helpful included assistance with marking in order to ensure compliance with national standards, and some support in preparing teachers for effective practice as supply staff. Some teachers had found it difficult to access examples of good classroom practice; others had welcomed support in the preparation and maintenance of a CPD Portfolio.

4. What CPD experiences do you think could help your career development?

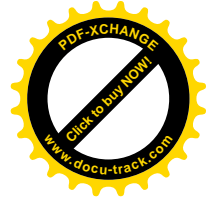
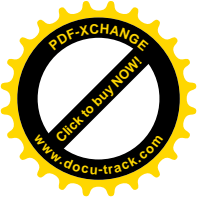
In response to this question teachers displayed a reflective, creative and innovative approach to professional development. Their responses focused more on developing personal capacity, rather than on ticking off individual topics. They expressed a desire to consolidate the craft of teaching and develop teaching styles which motivated pupils and enabled them to deliver a curriculum for excellence. A number expressed an interest in working across a range of stages and having involvement in school and authority working parties and work shadowing.

A majority of teachers in the sample had begun to identify career pathways. These included undertaking project and team leadership activities, working towards chartered teacher, principal teacher, depute headteachers and the Scottish Qualification for Headship. Some expressed an interest in professional recognition, in gaining registration in a second subject or pursuing a career in pupil support.

Some particular topics were suggested as useful CPD to aid their career progression. These suggestions included workshops on preparation for interview, presentations from authority staff and teachers about the qualities, skills and experience required for particular posts, for example, chartered teacher, principal teacher or depute headteacher. Teachers who did not wish to follow a leadership or management pathway or seek chartered teacher status expressed an interest in CPD which would enhance their classroom practice, although they did not feel able to specify what this might look like.

- ü *Motivating pupil learning*
- ü *Working across stages*
- ü *Membership of working parties and groups*
- ü *Project/team leadership*
- ü *Professional recognition*
- ü *Preparing for interview*
- ü *Maintaining a CPD Portfolio*

It was also acknowledged by the group that they valued the process of professional review and development, and felt that maintaining a CPD portfolio was important to their future development.



Responses from survey of views of mentors/supporters of probationer teachers

As part of the study, staff involved in mentoring probationers were asked their views on how well prepared they considered teachers to be as a result of their induction year. Their views were considered to be important as they had a detailed understanding of the induction year, the content of induction programmes and, therefore through this experience, were able to comment on any areas of CPD which should be addressed. They were also asked to identify any CPD opportunities, from their experience as mentors, which they considered should be included in programmes for teachers beyond the induction year. Their views are summarised below.

1. How do those supporting newly qualified teachers view the induction programme, and arrangements for CPD for years 2-6?

In general, those involved in supporting newly qualified teachers considered the induction year to consist of very worthwhile CPD opportunities which were a good balance of theory and practice. The induction year also provided opportunities to shadow more experienced colleagues. Courses, meetings and “drop-ins” were seen as being valuable opportunities for probationers to meet and form networks. There was a view that CPD programmes were becoming more focussed over recent years and some excellent opportunities existed in some authorities. Some concerns were expressed about competing demands for new teachers’ time between authority and school CPD, and the need to set personal professional development in the context of whole school targets. In some authorities, there existed significant geographical limitations which restricted teachers’ access to courses and network meetings. The mentors supported the suggestion made by the years 2-6 teachers that the 0.3fte non class contact time should be used flexibly, building up to a full timetable by the end of the induction year.

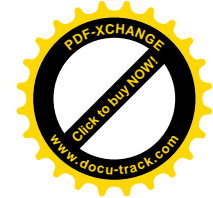
The experience of the mentors was that beyond the induction year, further CPD on curricular issues, methodology, behaviour management, interagency working, assessment, ICT, and CPD relating to particular stages such as early years would be worthwhile. Other suggestions for good supportive CPD for teachers in years 2-6 were the provision of network meetings, opportunities for shadowing, access to mentor support, career planning, counselling skills, a forum for sharing good practice, twilight conferences and on-line support. One mentor suggested that her advice to early years’ teachers was “year 1 is you in the class, years 2 and 3 are you in the school, and years 4 to 6 are you in the wider educational community”. A further area for CPD for beginning teachers might well be to develop good programmes which exemplify how to use classroom observation to promote new learning. One group of mentors expressed a view that otherwise the observation could become too cosy and fail to deliver on changed practice.

2. What school specific support was offered to teachers in years 2 – 6?

As part of the study, information was sought about examples of specific school support which was offered to teachers in years 2-6. There was a wide variety of responses, ranging from schools where there was no such targeted support, to others where the school offered support through the line manager, a dedicated member of staff, the CPD Co-ordinator or the faculty or department principal teacher. Information packs and leaflets

- ü *Methodology*
- ü *Behaviour management*
- ü *Interagency working*
- ü *Assessment*
- ü *ICT*
- ü *Early years*

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which described school procedures, policies and staff responsibilities were available in a number of establishments to provide support and help. However, in general, these tended to be targeted at new or supply staff. Some respondents said that encouragement and support were provided to individuals as required. In some primary settings, new teachers were paired with a stage partner, and this had been well received in most cases. In a number of establishments new teachers were encouraged to share classroom practice and to participate in committees and working parties.

The respondents believed that provision for this group of teachers could be improved by offering regular meetings with a member of the senior management team, giving time out of class for teachers in years 2-6 to access opportunities to share classroom practice and for planned programmes of peer observation.

3. How do authorities support professional development for teachers in years 2 – 6?

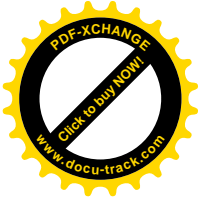
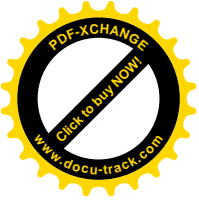
The authority was also seen as having a key role in supporting teachers in years 2-6, by arranging network meetings, providing support through Quality Improvement Officers and advisory staff and officers with this specific area included in their remits. Support meetings involving officers of the GTCS were valued. More opportunities to share practice within the group would be welcome. An authority “help-line” was seen as a potentially useful mechanism for supporting teachers beyond their induction year.

4. What were the benefits to mentors of teachers in the induction year and years 2 -6?

It is interesting to note that those involved in mentoring probationers considered it to be a very positive personal learning experience and one which increased their professional knowledge and satisfaction. Although it was acknowledged that there were time constraints, it was considered to be beneficial to the school and to both probationer and mentor. It was viewed as good personal CPD which challenged thinking and encouraged personal self-evaluation. Our mentors endorsed the need to lead by example and highlighted how mentoring promoted an ethos of learning and reflection in the school and helped develop relationships between and among staff. Mentors considered that further training and support in mentoring and or coaching skills would be useful to them in undertaking this role.

The mentors said that in their view best practice would be to continue to offer some support to teachers in year 2, but that funding to provide mentoring beyond the induction year was not easily identified. However it was equally important, they felt, to develop the confidence of the teacher as an independent and responsible learner as they became more comfortable and skilled in their role.

Illustrative Induction Programmes for City of Edinburgh Council, Inverclyde Council, North Ayrshire Council, South Ayrshire Council and Renfrewshire Council can be found in Appendix 1.



Factors Influencing CPD Developments for Teachers in Years 2-6

Over the last few years, a number of initiatives have taken place in Scotland which are having influence and impact on CPD programmes in general, including those designed for probationers and teachers in years 2-6. These include:

Thought Leaders

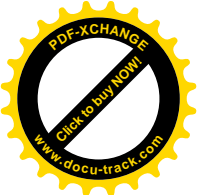
In May 2006, and again in February 2007, the Scottish Executive invited **Ellen Moir**, **Janet Gless** and **Jan Miles** from the [New Teacher Center in Santa Cruz](#) to offer two day courses in “*Foundations of Mentoring*” and “*Coaching and Observation*” for staff at school and authority level who were involved in supporting new teachers, during the induction year and beyond. A total of 190 educators took part in these opportunities. A great deal was learnt from the experience and skills of colleagues from the New Teacher Centre which focuses on high quality support for teacher induction, and strives to support research into effective induction, inform policy, and encourage best practices in supporting professional growth from pre-service throughout a teacher’s career. The Center operates from a core belief that mentors have an essential role to play in shaping the growth of their colleagues, developing the culture of schools and supporting the practice of a new generation of teachers.

It is evident that both courses have already impacted on existing programmes and have provided support for probationers and new teachers within authorities and schools. There is emerging evidence that a number of colleagues across Scotland have made changes to induction programmes for probationers and their mentors following the delivery of these courses. For example, North Ayrshire Council and City of Edinburgh Councils have revised their materials and programmes for use with mentors. In Moray Council, a secondee has been appointed as full time mentor for probationers.

Ellen, Janet and Jan left some observations on their time in Scotland. They were impressed with the Scottish educators from across the wide spectrum with whom they worked. They believed there is a clear passion for, and commitment to, excellence. There was a willingness to consider and reflect on new approaches and strategies which could be applied to local contexts and provide an exciting opportunity for authorities to review practices and policies for new teachers, including those in years 2-6, and their mentors. From the discussions with our teachers, they found eagerness to capitalise on Scotland’s “remarkable” induction scheme and to ensure high quality experiences and mechanisms to support new teachers in their second and third years and beyond.

They concluded their observations by commenting on the strong desire of those involved to promote and implement mentoring and coaching models for all educators, not only new teachers, and for the growing interest in developing learning communities and strategies for advancing the quality of classroom practice. However they also felt that Scotland had missed an opportunity to maximize the impact for good of this initiative by not selecting mentors with sufficient care, and by not offering sufficient high quality training to the new mentors.

Richard Elmore, from the University of Harvard, visited Scotland in the spring of 2007. His model of Instructional Leadership emphasises that teachers do not teach in isolation. He believes that, “*privacy of practice produces isolation – isolation is the enemy of improvement.*” Feedback from teachers suggest that during years 2 - 6, classroom



observations are less frequent than in the induction year, and, that constructive feedback on their practice would be welcomed. Professor Elmore's research strongly supports his view that teachers benefit from observing others and from others observing them.

He advocates the use of protocols in the process of classroom observation. These protocols develop a culture of collegiality. He says that they:

- create stability and predictability in discourse about practice;
- separate practice from the person;
- define roles and responsibilities;
- contain and define a focus for disagreement;
- are based on evidence, not prejudice; and
- create structures for problem solving.

The work of Ellen Moir, Janet Gless and Jan Miles in facilitating feedback through mentoring coaching enhances the model of classroom observation advocated by Richard Elmore.

Terry Dozier from the [Center for Teacher Leadership](#), Virginia Commonwealth University visited Scotland in 2005 and 2006. During these visits, Terry supported a number of authorities in planning for teacher leadership. It is her belief that teachers as leaders can, from the very earliest stages of their career:

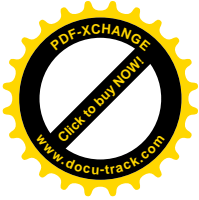
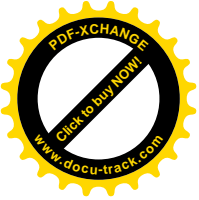
- model effective practice;
- mentor new, returning and struggling teachers;
- lead professional development activities;
- raise the level of collaboration in schools;
- encourage colleagues to embrace change;
- influence practice;
- be effective advocates for pupils and the profession; and
- improve learning and teaching.

These beliefs are reflected in [The Standard for Chartered Teacher](#) which suggests that teacher, as leaders should:

"...demonstrate the capacity to contribute to the professional development of colleagues and to make a fuller contribution to the educational effectiveness of the school and the wider professional community than could be expected of teachers near the outset of their career."

In order to promote teacher leadership, Terry encourages authorities and schools to afford teachers CPD opportunities which involve:

- sustained and intensive professional learning over periods of time;
- active learning;
- professional learning which is coherent, and connected to what happens in the classroom; and
- has a clear focus on content.



In order to develop the leadership capacity of all staff, Moray Council has developed a framework to take forward professional recognition. The council is also encouraging staff to focus on depth rather than breadth by focusing their CPD activities on one or two specific areas. They are developing a toolkit to support reflection and discussion as a major part of CPD.

From the views of teachers, their supporters and the case studies some teachers in years 2 - 6 are ready and willing to develop themselves in the role of teacher leader.

Scottish Teachers for a New Era (STNE)

Funded by the Scottish Executive, The Hunter Foundation and the University of Aberdeen, Scottish Teachers for a new era (STNE) is investigating and developing a new model for teacher education. This involves teacher educators, students, pupils, parents, other professionals from local authorities and national agencies working together to share ideas and experiences, engaging in research activity and exploring new approaches in learning and teaching.

Through STNE, the initial teacher education programme at the University of Aberdeen is being revised to create a six-year model of teacher education. This framework consists of:

- Years 1 and 2: Development of a deeper and broader curriculum knowledge;
- Years 3 and 4: Focus on the teaching process and linking coherently with the induction year; and
- Years 4 and 5: Induction year and extended year of mentoring support.

Evidence emerging from the project suggests that students are:

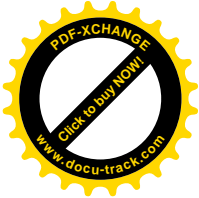
- benefiting professionally from working with a partner through peer support and the process of peer-assessment;
- developing skills of critical reflection; and
- undertaking professional reading and applying it in practice.

The development of this questioning profession will have implications for all authorities and schools as the first students graduate from the STNE programme in 2009. This will have an impact on teacher induction programmes and mentoring support as, on entering the profession, these graduates may well be placed in any authority across Scotland.

Teachers for Excellence

At the Scottish Learning Festival, September 2006, the Education Minister, Peter Peacock, spoke of the need to ensure that the curriculum for excellence was taught by “*teachers for excellence*”. [Occasional Paper 8](#), produced by the National CPD Team, outlines the professional development implications which might arise from the development of teachers for excellence and describes four stages of CPD to be considered in developing high levels of efficacy. These are:

- Becoming aware;
- Becoming interested;



- Integrating into practice; and
- Innovating and creating.

These stages are applicable to all teachers, and offer a useful model for the professional development of teachers in years 2-6.

The paper also describes five essential elements which are present in excellent teaching, and which are also important for early years' teachers to consider when planning professional development. These are:

- Good subject knowledge and understanding;
- A positive attitude to pupil learning;
- A repertoire of many ways to teach content;
- Knowledge and understanding of connections across curricular areas; and
- An ability to communicate value to pupils.

[CPDScotland](#)

CPDScotland, the on-line CPD initiative which is hosted on Learning and Teaching Scotland's website and will be available to all educators through GLOW, provides tools which will enable teachers to reflect on their practice, participate in on-line communities, and search for CPD opportunities. Through effective professional review and development, teachers in years 2-6 will be able to use this to maximise access to the best opportunities which have most impact on their practice, and on teaching and learning.

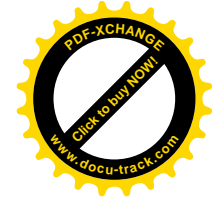
[CPDFind](#) is an online database of CPD opportunities for use by educators (including teachers in the early stages of their career) in Scotland. Using *CPDFind* you will be able to access information about specific CPD opportunities from CPD providers throughout Scotland.

It has several features that reflect current thinking on CPD:

- Simple search using keywords and/or categories based on the Professional Standards
- Ability to build a shortlist of likely opportunities to help with the development of a CPD plan
- copes with a wide variety of CPD 'modes' from action research to professional reading.

CPDReflect is an online toolset for the reflective practitioner. It will allow educators to reflect (eg on the GTC standards and exemplifications), identify strengths and weaknesses, seek appropriate activities and maintain a CPD portfolio. It will take full advantage of *Glow's* sharing and profiling features.

CPDFind is available now and *CPDReflect* is under development. More information on all the online tools is available on the [CPD Team blog](#)



Suggested areas for action

Teachers in years 2 - 6

- § Seek and use opportunities for self-evaluation and participation in effective professional review and development
- § Develop and maintain a CPD portfolio
- § Seek opportunities to observe good practice by shadowing colleagues and working with others
- § Undertake action research activities
- § Participate in committees and working parties

School

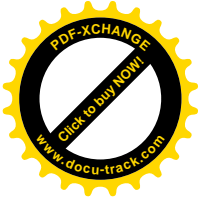
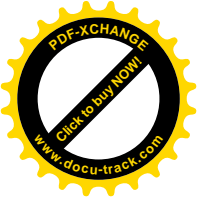
- § Identify all years 2-6 teachers (permanent, temporary and supply) and engage them in professional discussions regarding CPD
- § Support the transition from 0.7fte teaching commitment to a full time teaching role
- § Help teachers in years 2 – 6 to develop a planned programme of classroom observation with effective dialogue about learning
- § Develop PRD as a coaching/mentoring intervention
- § Ensure a named contact person as a “link” with the authority for teachers in years 2 – 6.

Authority

- § Plan high quality programme of coaching/mentoring training
- § Arrange opportunities for mentor forums
- § Ensure a named contact person as a “link” with the school mentors
- § Consider targeted CPD programmes in some of the following areas
 - Involvement in project and team leadership opportunities
 - ICT
 - Subject specific opportunities
 - Teaching styles and methodologies
 - Behaviour Support strategies
 - Effective classroom observation
 - Career planning, including Professional Recognition and Chartered Teacher; and
 - CPD programmes for supply teachers (See [Occasional Paper 7](#), June 2006, National CPD Team)

National

- § Continue to offer support to authority mentors through seminars and networks
- § Investigate more flexible models for the 0.7/0.3 probationer time



CASE STUDIES: Developing CPD Opportunities for Teachers in Years 2 - 6

This section highlights examples of interesting professional development for teachers in the early stages of their careers. A brief description of each is given here with more detailed case studies included in Appendix 2.

Case Study 1: Mentoring Beyond the Induction Year

As the role of the mentor in the induction year was seen as valuable both by teachers and mentors themselves, Inverclyde Council initiated a small pilot in St Columba's High School. *CASE STUDY 1* describes how mentoring was extended beyond the induction year and gives views of both the mentor and teachers in years 2 - 6.

Case Study 2: Towards Chartered Teacher and Professional Recognition

CASE STUDY 2 describes a joint event involving Renfrewshire and Inverclyde Council which raised an awareness of Professional Recognition and Chartered Teacher Programme. It outlines some of the difficulties in providing CPD opportunities for this group and describes a successful CPD event.

Case Study 3: Planning a CPD Programme for Teachers, Years 2 - 6

In Dumfries and Galloway Council, the Probation Manager devised a programme of CPD opportunities for teachers who had completed their induction year. *CASE STUDY 3* tells how the programme was developed and gives the views of some of the participants.

Case Study 4: "The Year Following the Induction Year"

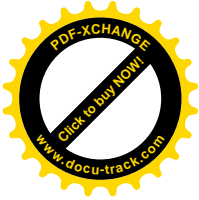
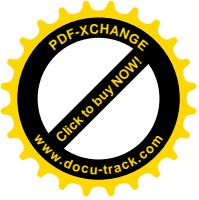
City of Edinburgh Council recognises that there are particular needs for recently qualified teachers as they finish their probation period and enter the profession as fully registered teachers. They have produced a programme for teachers in years 2 - 6 which has been highly evaluated by participants. This, and views of some of the participants, is exemplified in *CASE STUDY 4*.

Case Study 5: Working Towards Professional Recognition

CASE STUDY 5 describes the professional journey undertaken by one teacher which enabled her to achieve professional recognition.

Case Study 6: Promotion within Years 2 - 6

From NQT to Faculty Head in less than three years is the story to be told in *CASE STUDY 6* with some interesting lessons to be learned.



CASE STUDY 1

Mentoring in Inverclyde

Background

Evidence from the study suggested that teachers in years 2 - 6 would have welcomed the support of a mentor beyond the induction year. The authorities involved in the pilot supported this view and it was agreed to identify an authority and school where this could be tested. A small pilot then took place in an Inverclyde secondary school which involved an experienced teacher mentoring others who had already completed their induction year. The pilot aimed to identify strategies which schools could use to extend mentor support and establish if there was value in doing so.

It was agreed that the teacher would be available for mentoring colleagues for one hour per week and payment for this would be made by the authority.

The mentor kept a diary which outlined issues, the process involved and her thoughts and feelings throughout the pilot.

"When the authority CPD Co-ordinator asked me to mentor teachers who had just completed their induction year, I was very apprehensive and unsure as to what was expected of me.

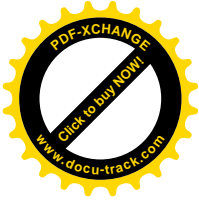
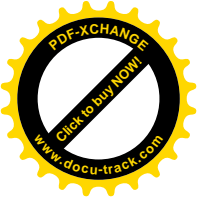
I first had to decide when I would undertake the work. After looking at my timetable, departmental study days and dates of the courses I was delivering, I decided that Wednesday evenings (3.30 – 4.30 pm) were the most appropriate time for this purpose. A concern was that as the majority of the actual contact is during the school day, did I have the authority to ask staff to meet with me after school?

I soon realised that a great deal of the work involved communicating with teachers personally and gaining their trust. This communication would have to be conducted during the working day, so although Wednesday night is the official time for my mentoring I spend a short time every day 'networking'.

The next problem was to find out the names of teachers that I should be mentoring. Easier said than done! Should I approach teachers I thought looked enthusiastic and young enough to be new to teaching? What if some of the more mature looking staff were new recruits? A colleague in the school office was able to provide me with this information.

I now had a list of names which became my target group. This group, I believed, had 2 - 6 years experience. I sent a memo to each teacher on my list, explaining my role, duties etc. I was apprehensive about this, and would have preferred if the initial contact had been by an 'official' communication from the local authority or the school.

Some of the target group informed me that they had more than 6 years teaching experience. Whoops! I was worried that I had insulted them. As many of my target group had completed their induction year in the school, I decided to concentrate on the teachers new to the school.



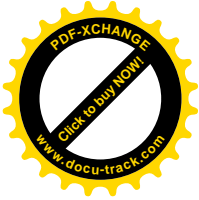
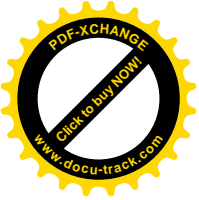
I introduced myself and spoke about my role as mentor of newly qualified teachers and teachers in years 2 - 6. They spoke about their experiences in other schools and current experience.

I did not take notes during any of these chats in order to keep the conversation informal and non-threatening. Many teachers missed having a mentor; one commented that during her induction year she received praise on a regular basis which she now missed.

In order to receive feedback I issued a questionnaire to the target group. I spent a long time deciding on what I wanted to know and how to word the questions. The returns I received were very re-assuring and helpful."

Some feedback from the questionnaires is listed below.

- *"I feel fully supported in the school as well as in my department"*
- *"It was beneficial to have advice from someone outwith the department when it came to whole school issues"*
- *"I felt that support and guidance were available at all times"*
- *"It made me feel more confident when I started in this school"*
- *"I felt that I was never on my own dealing with problems when they arose"*
- *"Mentor was a good person to bounce ideas off"*
- *"Any grievances or awkward questions were always answered"*
- *"Mentor was a really good support in my first few years"*
- *"I have built up a good relationship with my mentor so I had confidence in her"*
- *"All staff should have a mentor"*
- *"Having a mentor this year has kept the continuity from my NQT year"*
- *"As a student and as NQT you get regular observations and feedback, but this stopped in my second year"*
- *"Felt alone when I started my second year, as no one praised me"*
- *"It is encouraging to have someone to turn to when qualified"*
- *"It helps to have a mentor from another department"*
- *"My mentor was always there for 'me'"*



"I have really enjoyed all the networking and I am careful to be approachable and to listen. It is important that my target group can trust me. Confidentiality is extremely important and they feel I am on their side. Although no-one has requested specific help from me, they do want me to listen to their experiences and problems."

The authority view

The CPD Co-ordinator for the authority was very supportive of the years 2 - 6 project and willingly established the mentoring pilot. Her observations are given below:

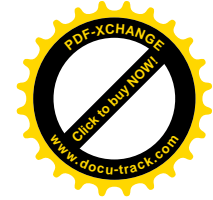
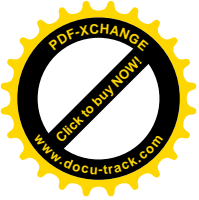
"The Mentor in question was chosen because of her mentoring experience and because she had been accepted in this role by all departments in the school. The school was chosen because it has retained many induction year teachers and has substantial number of teachers in the early stages of their careers.

The mentor's experience in accessing details of teachers who come into the category 'Years 2 – 6' replicates the difficulties I had in accessing this data for the whole authority. I had no idea that it would be an issue at school level.

No decision has been made as to whether to roll this approach out to all secondary schools. With sustainability an issue, it is unlikely that the authority would continue to fund this approach. However I will share the experience with headteachers and discuss a possible development of the role. It may well be that part of induction year mentor time could be developed in this role or, this aspect will be part of a wider coaching and mentoring philosophy in schools."

Key Learning Points from Case Study 1

- § Teachers "missed" having a mentor
- § There is a need for a careful choice of mentor
- § Funding and identifying appropriate time is an issue
- § Schools require action in order to identify teachers in years 2 - 6
- § Sustainability of the mentoring process is an issue
- § Mentoring benefits both the teacher and the mentor



CASE STUDY 2

Towards Professional Recognition and Chartered Teacher

In 2006, the probationer co-ordinators in Inverclyde and Renfrewshire Councils undertook some consultation about CPD needs of recent probationers. Over 100 responses were received from teachers with some level of response from Head Teachers and/or mentors.

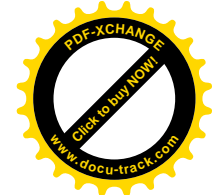
Following on from this consultation, a twilight session was arranged for recent probationers in both authorities and also current ones from Renfrewshire. The venue chosen was Erskine Bridge Hotel as it was geographically convenient to both authorities. A professional officer from The General Teaching Council Scotland gave a presentation on Professional Recognition and Working Towards Chartered Teacher. The Chartered Teacher Programme Directors from the Universities of Glasgow and Paisley also addressed the group.

The two CPD Co-ordinators from the authorities organised the event and reported that they experienced some difficulty in identifying teachers beyond the induction year. It was discovered later, however, that school support managers were able to access this information. Letters, inviting the teachers to attend the event, were sent out to individuals by the authority CPD Co-ordinators. Of 100 teachers who had been identified, 78 attended the event. The twilight session was evaluated very positively by those who attended. The success of this event indicated that teachers in the early stages of their career are already considering their CPD pathways.

Needs analysis with this group identified various topics for future meetings:

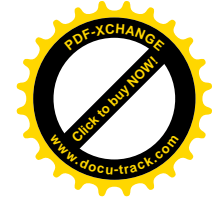
- A session on Best Behaviour – use of theatre skills to improve body language and voice in the classroom setting; and
- 4 twilight sessions beginning with Career Pathways, and then focussing on small scale research.

These opportunities were advertised to schools. The one day course, “On Your Best Behaviour”, was attended by approximately 16 Renfrewshire teachers both primary and secondary, but the latter course had to be cancelled due to lack of applicants. One of the other authorities involved in the years 2 - 6 project also had a similar experience.



Key Learning Points from Case Study 2

- ◆ Authorities and schools have difficulty in identifying this particular group of teachers.
- ◆ Teachers at the early stages of their careers may not always recognise themselves as having particular CPD needs.
- ◆ CPD co-ordinators in schools don't always recognise this group of teachers, and therefore, can't draw particular programmes to their attention.
- ◆ Teachers themselves do not always make themselves or their needs known to school CPD co-ordinators.
- ◆ Some of the group are on supply lists in different authorities and also teach in a variety of schools therefore having difficulty accessing CPD opportunities. This continues to be a major unresolved issue.
- ◆ Teachers in years 2 - 6 are interested in developing career pathways.



CASE STUDY 3

CPD Opportunities in Dumfries and Galloway

In Dumfries and Galloway Council a programme of CPD Opportunities was organised by the Probation Manager. This case study describes how she tackled the task and offers views expressed by two teachers involved in the programme.

“This is the list of CPD opportunities for our Fully Registered years 2-6 teachers. The choice of topics was arrived at by asking probationers, who were soon to become Fully Registered, what they felt was required in the way of specific CPD for the following year. Topics suggested were as follows:

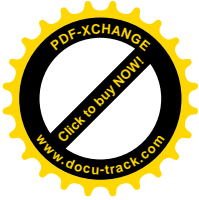
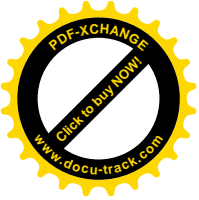
- *behaviour management follow up*
- *extended work on AifL*
- *drama workshops*
- *creative writing – including the possibility of working with a writer in residence*
- *development of teaching reading*
- *enterprising classrooms*
- *literacy and numeracy at stage levels*
- *CPD Pathways*
- *ICT – software packages in primaries, use of XP and whiteboards*
- *further input on Child Protection*
- *individual Education Programmes – teacher’s role and responsibility*
- *art and design*
- *music*
- *modern languages*

I chose the most requested from the above; looked through our CPD Directory for all class teachers; talked with presenters and then identified, for these relatively new teachers, which courses I thought might suit their stage of development. Based on the most requested courses, the following were identified:

- *behaviour management*
- *CREATE (Drama and Music)*
- *enterprising classrooms*
- *ICT – use of SMARTboard and Powerpoint for beginners*
- *modern languages*

It was not possible for the authority to run programmes of support in all the topic areas which were specifically tailored for the 2 - 6 practitioners. However in addition to the above menu, all teachers, including those in years 2-6, have access to courses that are listed in the Authority’s CPD directory. This is an extensive course listing which covered the areas suggested by the probationers.”

It is evident that years 2 - 6 teachers take their professional development seriously; a number of teachers have already expressed interest in Chartered Teacher. Professional Recognition is felt to be an appropriate stepping stone towards this and so an



awareness rising session on this GTCS award was held in September 2006 to which six years 2 - 6 teachers came along. Those who are considering SQH for the future have applied for the authorities 'Introducing School Leadership' programme.

A decision was taken to set up buddies for probationers and new supporters this session. I contacted years 2 - 6 probationers, as well as present Supporters, with a view to using them. As a result, 20 volunteers came forward. An initial training session on peer support and mentoring was set up. This was an opportunity to raise the idea of pursuing the Mentoring Module which the Authority has devised in partnership with the University of Paisley as a possible means of a claim for Professional Recognition. This has been taken on board by 10 fully registered teachers from the group mentioned.

Observations from teachers in years 2-6

Teachers who were invited to share their CPD journeys in the case study have commented on the provision offered by the authority.

"I am now in my third year of teaching since graduation and have participated in the CPD programme organised for us each year. I genuinely enjoy CPD activities and courses and felt lucky to be involved in a probation programme which put so much emphasis on this aspect of the profession. Having taken the time to consider the CPD programme offered I feel it was comprehensive but there were some small gaps in provision.

In year one an aspect we didn't cover was the McCrone agreement. This was not covered by my university course either. Although the agreement took place a few years ago it still has implications for new teachers. It has a bearing on our working week and our career structure. Also some of the practical aspects of teaching were not covered such as our 35 hours of CPD – what counts? How should our CPD be recorded and what evidence should be kept?

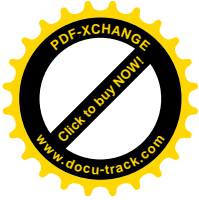
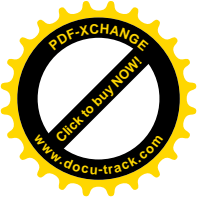
After my probation year I began to use the CPD Solutions web-based system to plan my CPD; through this we have the ability to see what is available and can specifically request opportunities available for years 2-6 teachers.

Aspects which I think could have been included in the years 2-6 programme include:

- *a Curriculum for Excellence and its impact on learning and teaching,*
- *dealing with problem behaviour – I think this is often an area of concern for new teachers,*
- *dealing with difficult situations e.g. parents, unprofessional colleagues etc.*
- *AifL awareness raising*

At present I feel that appropriate CPD for this stage of my career would be more input on career development – what are the paths available? Principal Teacher/Depute Head Teacher/Head Teacher – management vs Professional Recognition/Chartered Teacher – classroom based. Which would be most appropriate to me? What can I be doing now to help me reach these goals?

I have recently started the 'Mentoring Probationers, Students and Colleagues' Masters level module with Paisley University. This began at the end of February and runs until the end of June, culminating in a graded assignment. I intend to apply for Professional



Recognition in mentoring once I complete this course as I will be eligible to apply this August. I have been interested in Professional Recognition since it was introduced last year.”

The authority has provided all teachers with guidance on developing and maintaining a CPD portfolio. This has been an invaluable resource for teachers as is described below by this teacher who is in her third year of teaching.

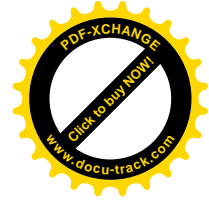
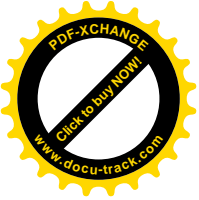
“There was a requirement during the probation year to maintain a CPD portfolio and to carry out a mini research project. These are skills I now have in place and feel confident in doing so because of the experience and support given.

The authority has created a Professional Development Portfolio for all staff to use. This has been very useful in organising my own CPD for the past 2 years. It provides very clear guidance on maintaining your portfolio and offers the opportunity to plan your CPD needs thoroughly through professional review.

I have had no involvement in the peer support and mentoring programme. However, it would be nice to have someone on that level to talk to. Not necessarily a mentor like the probation year, more like a buddy. Someone to share ideas, discuss CPD needs and opportunities!.”

Key Learning Points from Case Study 3

- § Having a “Buddy” is welcomed by teachers in years 2-6
- § Courses on working arrangements would have been helpful
- § Maintaining a CPD portfolio is valuable and teachers appreciate in developing these
- § New teachers can make very good mentors for others
- § Tailored courses can be supported by more generic offerings
- § Teachers start thinking about career development very early



CASE STUDY 4

“The Year Following the Induction Year”

City of Edinburgh Council has acknowledged that the first year as a fully registered teacher provides new and different challenges for recently qualified teachers. In recognition of this, a specific programme of courses was developed for session 2006/2007 which was designed to support all teachers in their post probation year. The programme aimed to help teachers address these challenges while building on the skills and knowledge acquired during their induction year, as well as taking into account both local and national priorities. Attendance at these courses was intended to provide valuable networking opportunities.

The programme was co-ordinated by the Development Officer, Early Teacher Professional Development and was open to all teachers, employed by the authority who had completed their induction year. As this was the first year that such a programme was on offer, it was acknowledged that it would be reviewed at the end of the year in light of the experiences and evaluations from the group.

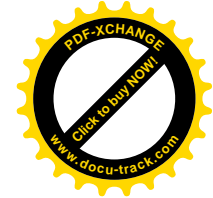
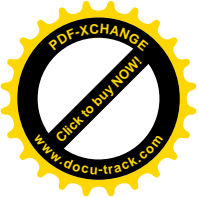
In addition, it was intended to organise network meetings depending on the needs of the teachers. These would be advertised through the authority's CPD bulletins.

The programme for the first year consisted of 15 courses delivered by local authority staff and took place mainly on Friday afternoons or twilight sessions on various week days.

The courses on offer for session 2006/2007 are listed below. The numbers of applicants are listed in brackets. In some instances the number of applicants was lower than anticipated resulting in cancellation, but a figure of 20 applicants for each course was considered to be a reasonable number.

Programme for 2006/2007

- ◆ The Year ahead for the Recently Qualified Teacher. (Attendance at this course was strongly recommended) (31)
- ◆ Managing Time and Resources (9)
- ◆ Behaviour Management (38)
- ◆ A Curriculum for Excellence (2 afternoon sessions) (18)
- ◆ Professional Relationships (full day course)
- ◆ Working with Gifted and Talented Pupils (19)
- ◆ An Introduction to Critical Skills (10)
- ◆ Brain Gym (separate sessions for primary and secondary) (24)
- ◆ Dealing with Dyslexia, ADHD, Asperger's and MLD in your classroom (24)
- ◆ Circle Time for P1-P5 (20)
- ◆ Self-Evaluation for classroom practitioners (cancelled)
- ◆ Working with Others (cancelled)
- ◆ Additional Support for Learning Act and its Impact for Support for Learning and Pupils Support (“ afternoon sessions) (15)
- ◆ Career Pathways (14)



Both the programme and the support from the development officer have been well received by the participants. This is reflected in their observations on the programme.

"It was great to have this special programme of courses for RQTs listed on a specific leaflet. It saved trawling through the main CPD directory."

"We feel really lucky to have had these courses. As a probationer you get lots of support both in school and from the Authority Induction Manager. Now as a fully registered teacher that level of support is no longer there. This programme of courses provided us with a real feeling of support and helped us find our feet as fully registered teachers"

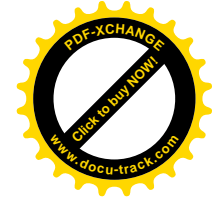
"The programme of courses specifically for RQTs helped us to keep with each other"

"Great initiative. Thank you"

During session 2007/2008 a revised programme will be offered to support all teachers who have completed their probation in recent years. This programme has been adapted following feedback and evaluation from 2006/2007 will be delivered mainly during twilight sessions and occasional afternoons.

Programme 2007/2008

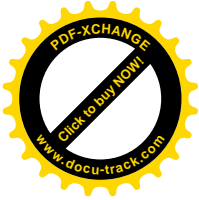
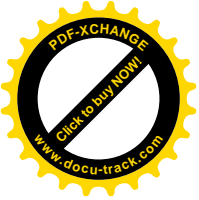
- ◆ Preparing the Recently Qualified Teacher for Post Probation
- ◆ Managing Pupil Behaviour
- ◆ Teaching RE in the Catholic School
- ◆ ICT
- ◆ Healthy Eating in Health Promoting Schools
- ◆ An Introduction to Critical Skills
- ◆ Brain Gym (primary)
- ◆ Circle Time for P1-P5
- ◆ Working with EAL pupils in your class (Primary only)
- ◆ Secondary English "S" Grade /ACfE
- ◆ Working with EAL pupils in your class (Secondary)
- ◆ Working with Gifted and Talented Pupils
- ◆ Supporting Pupils with Autism Spectrum Disorders, ADHD and MLD
- ◆ The Role of the EWO and the Working Together Officer
- ◆ Career Pathways
- ◆ Reflective Writing and Creating a Portfolio



Key Learning Points from Case Study 4

- § Networking is important
- § Teachers welcome a programme of support which continues beyond their induction year
- § They also appreciated the support from a named contact within the authority
- § New teachers look for effective programmes for their context
- § Programmes require be reviewing and adapting annually.

"It's really good that the programme for RQTs is being extended beyond year 2 next year."



CASE STUDY 5

Achieving Professional Recognition

"In December 2006, I achieved Professional Recognition for ICT. This was specifically for implementing interactive whiteboards into the school. I undertook this project as the school's ICT coordinator and it was only after completing it that I applied for professional recognition.

Implementing interactive whiteboards into the school was something that I had a special area of interest in. I had seen and read about the benefits of Interactive Whiteboards and I was particularly excited as these would enhance pupil motivation as well as develop the standard of learning and teaching.

Implementation of the project

Before embarking on this project, I discussed the idea with my Head Teacher and outlined the benefits of implementing interactive whiteboards into our school. After she gave me her full support it was important to get all stakeholders involved. I shared the idea with all members of staff both formally during staff meetings and informally during discussions in the staffroom. Once we ensure all stakeholders were involved, I created an action plan with my Head Teacher.

Key Stages of implementation

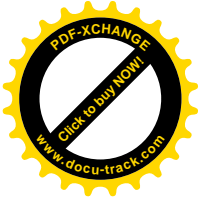
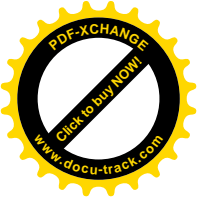
- *Secure funding from school PTA to fund the boards*
- *Become an expert in using the boards*
- *Share expertise with an identified core group of staff who would have the interactive boards in their classroom first, then develop a rolling programme of training for the rest of the staff, using the core group as buddies*
- *Implementation across all classes and members of staff*
- *Presentation to all parents at school curriculum evening*
- *Monitored and evaluated progress*

Success of gaining Professional Recognition

I felt that the key success to gaining Professional Recognition was having the full support of the Head Teacher. We had regular meetings both formally and informally and she set aside CAT sessions for ICT to ensure opportunities for staff training. My Head Teacher also provided cover so that I had time out of class to both work with teachers in my own school and shadow at other schools.

When I started this project I didn't set out to achieve professional recognition. It was only after the project was completed, that it was suggested I submit an application for Professional Recognition. As I had kept evidence of this project as part of a folio, I was able to submit an application for Professional Recognition.

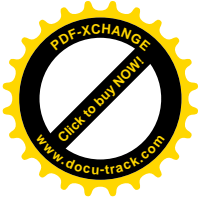
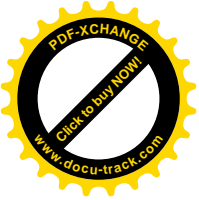
I feel very valued at the school I work in at the moment, but it is heartening to have recognition. I can now add this recognition to my CV for the work that I have done and that I would have undertaken anyway. I have learnt valuable leadership and



management skills that I can transfer into other areas and I can use the project as an example if I considered applying for a promoted post.”

Key learning points from Case Study 5

- It is vital that the teacher feels she is making a positive contribution to her own development and to the work of the school
- Learning and teaching is being transformed in the school
- Pupils are engaged and motivated
- There is an improvement in pupil achievement
- All staff are involved
- The teacher is developing her own ICT skills
- She is involved in CPD which will enhance her own career pathway
- Gaining Professional Recognition is a valuable step for teachers in years 2 – 6.



CASE STUDY 6

NQT to Faculty Head within years 2 - 6

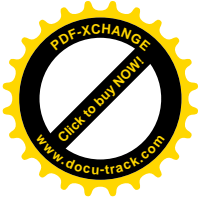
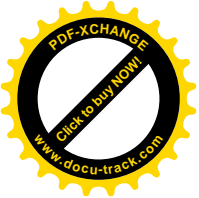
2003/4 year 1

My first year of teaching! I arrived at the school on the first day and nearly didn't take my jacket off as my arrival wasn't expected, I'm glad I did, it was an excellent school to do my induction year in as I was encouraged to fully develop my teaching skills. I was also fortunate to be part of the authority's induction programme which was very thorough in its coverage, particularly in learning and teaching.

2004/5 year 2

I had finished a successful and enjoyable induction year. My CPD opportunities had thus far been as part of the induction programme. I was brought back into the school on a temporary contract with sole responsibility for Modern Studies. There were immediate pressures due to the fact that results had been exceptional in the previous year. I decided that the best course of action would be to do a number of related tasks as part of my CPD to maintain pupil attainment. Initially I needed to quickly get up to speed on all aspects of the Modern Studies curriculum. I also needed to enhance learning and teaching by giving pupils opportunities to learn in different environments and also to promote extra-curricular activities that were relevant to the subject. Some examples of how I did this include:

1. Knowledge of the curriculum - I have to be honest I've never attended a twilight course, ever! My preferred learning style is auditory; I like to talk to people about how they do things rather than just listen, so I asked experienced teachers. Understanding the curriculum is about accessing information, I found the SQA and LTS websites an invaluable resource. My PT encouraged my attendance at subject meetings, at which insight was gained into issues affecting courses and finding solutions. I also attended specific courses e.g. A Modern Studies Teachers workshop at the Scottish Parliament, from this, resources were acquired and confidence built.
2. Learning outside the classroom - Learning from people who are expert in a particular area is very useful for pupils too. As such, I furthered my CPD by learning how to successfully organise trips, which resulted in visits to the Scottish Parliament with my higher class and taking my Standard grade to meet the then First Minister at the event "Ask Jack!"
3. Subject related extra-curricular CPD - This is important as it has the dual benefit of building relations and developing ability. As a drive toward this, I took the school debating team for the year; the construction of argument and counter-argument is essential for Higher Modern Studies. This was fairly time consuming and contributed a large proportion to my overall CPD for year 2 - learning rules, gathering information and preparing pupils takes several hours per week. We entered a few debate competitions and a huge benefit of taking part in these was that in subsequent years invitations to other related events increased, widening the experiences for the pupils.



I had also organised a whole school election campaign to coincide with the 2005 general election which was of great benefit to my pupils.

The end result - was it successful? Yes, results equalled the previous year's unprecedented high. I had also gained, I was appointed as a permanent member of staff by October of year 2.

2005/6 year 3

I undertook some further pieces of CPD that year - I joined the trips committee. Although I had already organised several trips of short duration, this was the opportunity to organise on a bigger scale. During the same year, I became involved in the authority's AifL working group; this was excellent experience as I was working with teachers of other subjects who were significantly more experienced than me. The outcome of this was that I produced materials on planning using success criteria. This was employed within the classroom at all levels. I would say it was very successful as it simplifies outcomes for pupils and lets them clearly see the steps required.

I was approached by Plan International to organise a citizenship conference (those offers kept rolling in as soon as I'd done a couple of things!!) as part of the G8 conference. This took a fair amount of organisation and further developed my skills in terms of communication and planning.

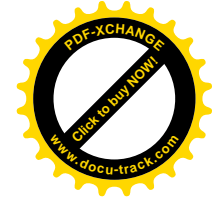
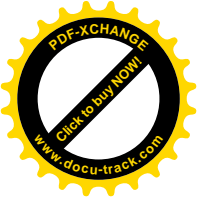
Extra-curricular activities for pupils increased dramatically as did my professional development. We attended a Mock United Nations general assembly, competed in the European Youth Parliament, visited the BBC to evaluate Modern Studies resources and took part in radio debate programmes. The impact of all of this was taking different forms as well - Modern Studies was becoming by far the most popular social subject in the school.

2006/7 year 4

This year started as my busiest year for CPD. Changes to Higher Modern Studies resulted in me being involved in research, attending courses and working to recently produced guidelines. Furthermore, I had agreed to implement a new course, Higher Politics.

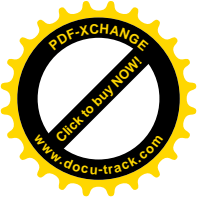
I was also enjoying my new role as a mentor. I found the training on this informative, but would be more positive about the advice you can receive from someone who has been in the role before. It was a good opportunity to reflect and consider how to measure effective learning and teaching and also how to pass on relevant experience. I was disappointed that I didn't see any of these developments to their conclusion as I got a new Job - Faculty Head of Humanities - in a school in another authority, a mere 2 years and 4 months after finishing my probation year.

I consider myself extremely fortunate to have been placed in a school where I was given many opportunities to develop. I took every opportunity and made sure people knew about them and the positive impact they were having on teaching and learning.



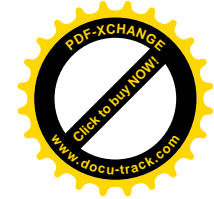
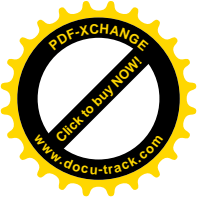
Key Learning Points from Case Study 6

- § CPD is about more than courses
- § Lots can be learned from speaking to colleagues
- § Pupils – and teachers - learn in different environments
- § Involvement in whole school life raises your profile
- § Embrace all available opportunities
- § Some teachers will succeed in gaining promotional posts at an early stage of their career



Appendix 1
Induction programmes for 2005 – 2006

| City of Edinburgh Council | Inverclyde Council | North Ayrshire Council | Renfrewshire Council | South Ayrshire Council |
|---|---|---|---|---|
| <p><u>Core Courses</u></p> <ul style="list-style-type: none"> ◆ 2 day Induction ◆ Behaviour Management ◆ Classroom Organisation and Learning ◆ Career Development ◆ Learning and Teaching <p><u>Optional Courses (5 to be selected)</u></p> <ul style="list-style-type: none"> ◆ Reporting to Parents ◆ Probationer Portfolio ◆ Working with Classroom Assistants/ Learning Assistants ◆ Coping with Dyslexia, ADHD, MLD and Aspergers | <ul style="list-style-type: none"> ◆ Induction day - ◆ Classroom Management ◆ Coping strategies ◆ Literacy and Numeracy ◆ Guidance ◆ Conflict Resolution1 ◆ Challenging Behaviour ◆ Stress Management ◆ Formative Assessment 1 ◆ Interim Profiles ◆ Additional Support Needs | <ul style="list-style-type: none"> ◆ 2 day Induction ◆ Behaviour Management ◆ eMpowering ◆ Reporting to Parents ◆ Child Protection ◆ Interim Profiles ◆ ICT ◆ Supporting Inclusion ◆ Small Scale Action Research ◆ Pace and Challenge ◆ Promoting Assessment by Pupils | <ul style="list-style-type: none"> ◆ 2 day Induction Programme involving <ul style="list-style-type: none"> - Classroom management and organisation - Child Protection - ◆ A Core programme involving <ul style="list-style-type: none"> -Creating a motivated classroom -Professionalism and practice -Organising an effective classroom -Fostering effective home school links -Encouraging quality discussion -Helping pupils take more responsibility for their own learning ◆ Monthly Network Sessions including <ul style="list-style-type: none"> -Witnessing -Support for learning -Working with Looked After | <ul style="list-style-type: none"> ◆ Probationer's Conference – Induction Day ◆ Role of the Mentor ◆ Inclusion ◆ Planning – Primary ◆ Early Years Issues ◆ Quality Circle Time ◆ Behaviour Strategies- Primary ◆ Behaviour Management - Secondary ◆ Preparation for Interview ◆ Supporting Writing in the Classroom ◆ Enterprising Infants |



| | | | | |
|---|--|---|--|--|
| <ul style="list-style-type: none"> ◆ in your classroom ◆ Brain Gym ◆ Xmas Review ◆ Secondary Science ◆ Primary Modern Languages ◆ Secondary Modern Languages ◆ Secondary Art, Music and Drama ◆ Primary Expressive Arts ◆ Introduction to Critical Skills ◆ Secondary English ◆ Secondary PE ◆ A Curriculum for Excellence ◆ Additional Support for Learning ◆ Completing Profiles End of Year Celebration | <ul style="list-style-type: none"> ◆ Interview Skills ◆ Mock Interviews ◆ Formative Assessment 2 ◆ Conflict Resolution 2 ◆ Voice protection/Learning Styles ◆ Circle Time ◆ Final profiles ◆ Round Up – Overall Evaluation | <ul style="list-style-type: none"> ◆ Applications and Interviews ◆ Self – Evaluation ◆ Final Profiles ◆ Curriculum 3-18 | <p>and Accommodated Children</p> <ul style="list-style-type: none"> -Understanding SQA standards (Secondary only) -Preparing for interview -Action planning and evaluation -Promoting positive behaviour -Maintaining and completing the Interim and Final Profiles -Preparing for the new session | <p>P1-3</p> <ul style="list-style-type: none"> ◆ Profiles ◆ Go For Enterprise P4-7 ◆ “Informal Drop-Ins” – one per term |
|---|--|---|--|--|

In addition, each authority offered a programme of support and guidance to mentors as well as providing induction packs for probationers.



The National CPD Team: Occasional Papers

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