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<b>Report To:</b>	<b>Education &amp; Lifelong Learning Committee</b>	<b>Date:</b>	<b>25 January 2011</b>
<b>Report By:</b>	<b>Corporate Director Education &amp; Communities</b>	<b>Report No:</b>	<b>EDUC/09/11/WB</b>
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<b>Subject:</b>	<b>Learning in Inverclyde – Professional Learning and Development for Teachers (CPD Policy)</b>		

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## 1.0 PURPOSE

- 1.1 The purpose of this report is to advise the Education and Lifelong Learning Committee of the new CPD Policy (*Learning in Inverclyde: Professional Learning and Development for Teachers*) that has been developed to support teachers with their Continuing Professional Development (CPD).

## 2.0 SUMMARY

- 2.1 This CPD Policy was produced by an authority CPD Steering Group comprising representative CPD coordinators from all school sectors. It was produced in response to Inverclyde's Learning and Teaching Policy which highlights Inverclyde's vision for a community of strongly motivated learners with high expectations of success, and ambition for continuing achievement. To make this vision a reality, it is essential that teachers recognise that they are learners too.
- 2.2 CPD is a key process which ensures that teachers can, at all stages of their careers, develop their knowledge, improve their skills, and enhance their confidence and motivation in order to impact positively in pupil learning experiences.
- 2.3 The policy outlines the purposes of CPD, the CPD process, and the roles and responsibilities of teachers and managers in schools in supporting the CPD process.

## 3.0 RECOMMENDATIONS

- 3.1 It is recommended that the Education and Lifelong Learning Committee agree the CPD Policy – *Learning in Inverclyde: Professional Learning and Development for Teachers* - for implementation across all Inverclyde primary and secondary schools.

**Albert Henderson**  
Corporate Director Education and Communities

## **4.0 BACKGROUND**

- 4.1 The quality of the education service depends, above all, on the quality of our teachers. If higher standards are to be reached, and all pupils are to be effectively supported in achieving their potential, it is essential that teachers are well prepared for their work, and that they have the opportunities to refresh and enhance their skills throughout their careers.
- 4.2 The Teachers' pay and conditions agreement, *A Teaching Profession for the 21<sup>st</sup> Century*, requires teachers to have an ongoing commitment to maintaining their professional expertise. As part of this national agreement, teachers are required to undertake an additional 35 hours of Continuing Professional Development per annum.
- 4.3 CPD is not just about attending courses. It should be recognised as anything that has been undertaken to progress, assist or enhance a teacher's professionalism. Some of the most valuable professional development can be undertaken with colleagues and/or in the working environment.

## **5.0 CONCLUSIONS**

- 5.1 This CPD Policy is intended to support educational establishments to promote and facilitate effective learning and development for teachers.

## **6.0 IMPLICATIONS**

6.1 Finance  
No implications.

6.2 Legal  
No implications.

6.3 Personnel  
No implications.

6.4 Equalities

This policy will promote equality of opportunity for all teachers in Inverclyde schools.

# Learning in Inverclyde

## Professional Learning and Development for Teachers



### **Vision**

Our vision for Inverclyde is of a community of strongly motivated learners with high expectations of success and ambition for continuing achievement.

For schools to develop as communities with learning at the heart of their life and work, it is essential that all staff recognise that they are learners too.

To turn this vision into a reality the cycle of Continuing Professional Development (CPD) is a key process which ensures that all staff can, at all stages of their careers, develop their knowledge, improve their skills and enhance their confidence and motivation in order to impact positively on pupil learning experiences.

### **Rationale**

These guidelines are intended to support establishments in promoting and facilitating effective professional learning and development. Each educational establishment can tailor these guidelines to address individual circumstances.

Teachers, like all other professionals, should ensure their skills and expertise is kept up to date with changes and developments. This is fundamental to continuing improvements in methods of learning and teaching in order to provide high quality learning opportunities for pupils. Active engagement by teachers in continuing professional learning and Professional Review and Development (PRD) is at the heart of continuing professional development.

### **Aims**

Successful, effective school based CPD will stand or fall on how seriously individuals view themselves as continuous learners. What is most important, however, is that effective CPD and professional review, supports, motivates and invigorates teachers.

As a result of our vision and rationale for professional learning, these guidelines aim to:

- explore the purposes of continuing professional learning.
- reflect on the processes of continuing professional learning.
- consider the impact of continuing professional learning on the learning and teaching experiences for all.
- improve the quality of continuing professional learning.

## **CPD - Our Roles**

'A Teaching Profession for the 21<sup>st</sup> Century' is the agreement that expects teachers to have an ongoing commitment to maintaining their professional expertise. This means teachers should have the opportunity to undertake an agreed programme of continuing professional learning and development (referred to as CPD), and create and maintain an individual record. Teachers also have an additional maximum contractual 35 hours CPD per annum.

In every establishment, staff should be supported in their professional learning and development by the CPD Coordinator, their line Manager and colleagues. The key roles are described below;

### **CPD Coordinator**

- collates staff development needs and ambitions
- ensures CPD programme is planned
- allocates resources by taking into account the needs and aspirations of the school as well as the individuals
- ensures staff have access to information on CPD opportunities
- manages in-house CPD opportunities
- organises the training plan for the organisation

### **Line Manager / Reviewer**

- prepares for colleagues Professional Review interviews (PRD)
- reviews the CPD needs and ambitions of colleagues through PRD interviews (formally & informally)
- reviews annually the impact of CPD (PRD interview)
- liaises with CPD coordinator to facilitate CPD plans
- supports the development of staff

### **Staff**

- reflect and identify strengths and development needs for PRD interview
- identify and agree an appropriate personal CPD plan
- maintain an accurate record of CPD
- support the professional learning and development of colleagues
- monitor the impact of CPD activities on their professional effectiveness

## The Purposes of CPD

### At an individual level professional learning and development should:

- develop professional knowledge and skills
- have direct impact on learning and teaching
- enhance personal development
- prepare for possible new roles and career development
- help teachers to meet school/professional requirements , e.g. Standard for Registration, Standard for Chartered Teacher, Standard for Headship
- enhance opportunities to learn with and from other colleagues where appropriate and agreed
- increase job satisfaction
- aid teachers in self evaluation as a basis to inform life-long learning

### At establishment level professional learning and development should:

- improve the quality of educational experiences of all pupils
- enhance the professional expertise of staff through a wide range of opportunities, including professional dialogue
- enhance staff collegiate working, including sharing of effective practice to support the school's capacity for change
- support school, local and national improvement agendas
- distribute appropriate leadership throughout the school
- reflect an ethos of continuing support and respect for individuals
- promote lifelong learning, based on self evaluation
- build a strong professional learning community committed to delivering excellent learning experiences.



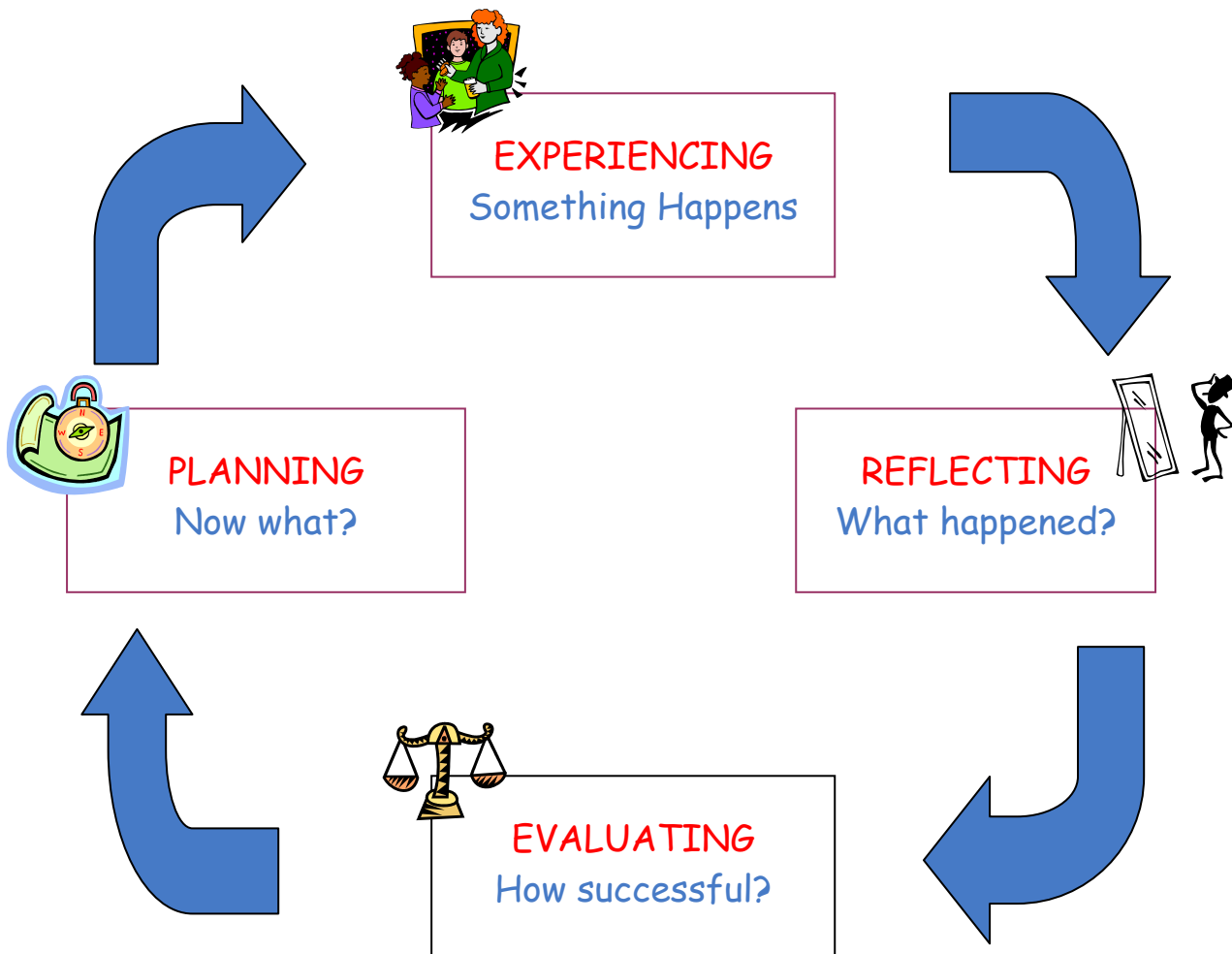
#### Individual Activities

- *Professional review (including self-evaluation & preparation for review meetings)*
- *Focused professional reading*
- *Peer classroom visits*
- *On-line learning*
- *Personal action research*
- *Undertaking specific management & leadership activities as "project leadership"*
- *Work toward accredited courses (eg: SQH, Chartered teacher Status, PG Courses)*

## The CPD Process

The CPD process should be a recurring cycle involving four key steps or stages during which teachers can:

- Review and reflect on practice
- Identify needs and ambitions, and plan their appropriate development
- Implement their CPD plan
- Evaluate impact on pupil learning



## Key stages and features of the CPD Process



### **Experiencing** – something happens

*Professional learning is effective when there is a consistent and clear focus on successful outcomes*

→ Teachers must have a clear appreciation of how professional development will improve or extend their professional practice. In order to impact positively on pupil learning, development must be undertaken in a systematic context, building on current expertise, and with an understanding of expected outcomes.

*Learning which is sustained and collaborative is particularly effective.*

→ Professional development often occurs most effectively where teachers work collaboratively, and engage in professional dialogue. Examples of this include:

- sharing learning from and with professional colleagues
- developing new strategies
- engaging in classroom research
- engaging in peer observation to inform practice

→ Many schools offer high quality professional learning through providing systematic opportunities for all staff to contribute to school improvement, for example by sharing effective practice in learning and teaching in activities such as:

- workshops provided by school staff as part of collegiate practice
- programmes of peer observation designed for developmental purposes
- focused class shadowing with outcomes fed back to colleagues
- solution focused, open and inclusive staff discussions



### **Collegiate Activities**

- *Curricular planning and development*
- *Working party membership*
- *Participation in school committees*
- *Departmental/school/learning community training programme*
- *Collegiate action research*
- *Professional dialogue*
- *Class observation/visits to other classrooms/ establishments*
- *Job shadowing and "on the job" learning*
- *Mentoring*
- *Working with others eg: Co-op Teaching, interagency partnerships*
- *Meetings with professional bodies & associations*



## Reflecting - what happened?

*Effective reflection considers the impact of CPD on professional practice and pupil learning.*

→ When reflecting on impact the following questions might be considered:

- Is the new learning focused on what teachers should do more/less of?
- How can the new learning be shared with colleagues in order to contribute to collaborative learning?
- How does this new learning support and inform next steps in personal CPD planning and/or school improvement priorities?

Evidence of impact can be taken from the following sources-

- local authority, school, departmental or stage improvement plans
- national and local developments
- prior learning
- self-evaluation against the appropriate Standard
- experience and critical incidents in teaching or leadership
- pupil responses and pupil work
- professional and career interests



## Evaluating - how successful?

*Effective evaluation of CPD draws on a range of evidence to demonstrate change in practice has improved outcomes for learners.*

→ When evaluating CPD, evidence can be found in:

- improved classroom practice and positive impact on pupils learning experience
- PRD , including self-evaluation, feedback and progress in CPD plan
- feedback from pupils, colleagues, parents and outside agencies
- available data - analysis of pupil performance results
- pupil self-assessment
- progress against professional standards and CPD framework
- HMIE Inspection and school review reports



### Education Authority Activities

- Full range of CPD programmes (in-service courses and extended programmes)
- Professional development supported through the Authority Network
- Development of school, authority & national policies
- Nomination for external courses
- Networking support
- Induction and mentoring
- Exchange visits and educational visits (including international links)
- Work placements
- Advice and consultancy





## Planning - now what?

### *Self -evaluation is critical to effective planned development*

→ CPD plans should respond to the development needs of individual teachers. Decisions about development areas for CPD should be the result of reflection and discussion which takes account of evidence from, for example:

- local authority, school, departmental or stage improvement plans
- national and local developments
- prior learning
- self-evaluation against the appropriate Standard
- experience and critical incidents in teaching or leadership
- pupil responses and pupil work
- professional and career interests

### *Effective evaluation informs further professional development.*

→ When planning further CPD, teachers must reflect on the most effective strategy to build on new learning. Evidence can be taken from:

- feedback from colleagues and pupils - formal and informal
- CPD plans and record
- CPD portfolio
- professional reading
- collaborative discussion
- learning log / reflective journal

## Summary

The active engagement of all teachers in this four stage process is fundamental to ensuring CPD is central to school improvement. Essential to this active engagement is the effectiveness of PRD and the professional dialogue underpinning that process.

## Appendix

The following suggested websites and resources support effective professional learning and development

**Learning in Inverclyde: Learning and Teaching Policy**  
Inverclyde Council Educational Services (2008)

**Professional Review and Development Policy**  
Inverclyde Council Educational Services

[www.cpdscotland.org.uk](http://www.cpdscotland.org.uk)

**General Teaching Council for Scotland**  
[www.gtcs.org.uk](http://www.gtcs.org.uk)

**HM Inspectorate of Education**  
[www.hmie.org.uk](http://www.hmie.org.uk)

**Learning and Teaching Scotland**  
[www.lts.org.uk](http://www.lts.org.uk)