COMHAIRLE NAN EILEAN SIAR

Roinn an Fhoghlaim

Department of Education

Ag Amas air Adhartas - Aiming for Advancement

CONTINUING PROFESSIONAL DEVELOPMENT POLICY

Produced March 2004

Aims

Through its commitment to the continuing professional development of staff, Comhairle Nan Eilean Siar Education Department aims:

- to ensure that all staff are valued;
- to enhance the professional abilities, skills and knowledge of teaching staff
- to improve the quality of educational provision for our young people

Rationale

National Priority 2 is "*To support and develop in the skills of teachers, the self-discipline of pupils and to enhance school environments so that they are conducive to teaching and learning*".

Comhairle Nan Eilean Siar is committed to providing high quality staff development opportunities for all its staff, teaching and non-teaching. By having highly trained and motivated staff we best achieve our aim of providing high quality education for all pupils and students. As Barth (1990, p49) suggests "nothing within a school has more impact on students in terms of skills' development, self-confidence or classroom behaviour than the personal and professional development of teachers." Continuing professional development is therefore central to raising attainment and improving the effectiveness of teaching and learning.

The national agreement *A Teaching Profession for the 21st Century* states that:

- all teachers should have a commitment to maintain their professional expertise;
- all teachers have an entitlement to an annual Continuing Professional Development Plan agreed with their line manager and is based on the assessment of individual needs.

Professional Review and Development (PRD) is the process through which teachers plan their continuing professional development with reference to the professional expectations placed upon them. Professional development is most effective when it is matched to the needs of the individual and the school.

The arrangements for Professional Review and Development refer to all teachers (except for probationers on the Induction Scheme) and will also apply to members of the Quality Improvement Team and to Psychological Services.

Continuing Professional Development (CPD)

All staff have a commitment to pursue CPD through the five annual closure days and the additional thirty-five hours for CPD purposes. In addition, many staff may be involved in significant CPD programmes or in SQH and Chartered Teacher programmes on a voluntary basis. While these programmes are essentially distinct from teachers' contractual commitments, there are circumstances in which the development objectives agreed through the individual's annual professional review may be met, to a greater or lesser extent, by these voluntary programmes. In agreeing how much these voluntary activities contribute to the additional thirty-five hours CPD, account must be taken of the teacher's current practice, the requirements of the school or authority development plan, the wider and longer-term needs of the education service, and national priorities.

Annual Professional Review

The annual professional review and the appropriate preparation time are part of the additional thirty-five hours CPD time and arrangements must be made to hold the annual review at a mutually agreed time and place conducive to the discussion of the CPD Profile. These reviews must be completed by 31st May each year.

During the annual professional review, the reviewer and reviewee must record agreed development objectives and appropriate CPD activities.

Following the annual professional review, reviewers must collate any CPD issues which require whole-school or authority attention and forward these to the school's staff development co-ordinator and the authority's CPD co-ordinator.

The arrangements for the annual professional review of staff are contained in the document *Professional Review and Development for Teachers – Procedures For Teaching Staff (March 2004)* which replaces the previous Staff Development and Review Policy issued in June 2002.

CPD Profiles And Portfolios

CPD Profile
The CPD profile is the plan and record for agreed CPD activities which arises from the annual professional review. Every teacher is required to maintain a CPD profile for the current year and for two previous years where this is appropriate.

This Profile will have two components:

- **A CPD plan**
  The CPD plan must indicate development objectives and the development activities to be undertaken in the following year. These activities should further support the teacher's strengths and help to address individual development needs.

- **A CPD record**
  Throughout the year, as teachers undertake their planned development activities, they must return to the Profile to complete the relevant remaining sections. An accurate and comprehensive record of development activities must be maintained. Alongside the identified activity, teachers must note when it was undertaken and how long it took. Importantly, brief reference must also be made to any significant outcome or impact on professional practice. **All** development opportunities must be recorded, including those that have arisen during the course of the year and were not included in the originally agreed CPD plan.

The CPD Portfolio

The maintenance of a CPD Portfolio is good practice for all teachers, regardless of their experience or aspirations. It can offer a systematic method for recording professional analysis and development throughout a teacher's career. The CPD portfolio is a personal record held by the individual teacher. The CPD portfolio should contain the CPD Profile as well as personal information and evidence of the teacher's commitment to CPD and their awareness of the impact of development experiences on their professional actions.

Guidance on the construction of a CPD portfolio is contained on page 9 of *"Professional Review and Development 2002*" previously issued by The Scottish Executive to all teachers. **(See Appendix 3)**

Teachers who wish to enter the Chartered Teacher Programme are required to have maintained a CPD Portfolio.

Implementation in Schools

The national agreement *A Teaching Profession for the 21st Century* states that it is the Headteacher's responsibility to promote the continuing professional development of all staff and to ensure all staff have an annual review of their development needs.

Each school must designate a professional development co-ordinator and maintain a School Professional Development File. The co-ordinator will have responsibility for collating information from the annual review process within the school, maintaining the Professional Development File and for responding to whole-school CPD issues. The authority will support the provision of CPD through the devolution of funding directly to schools and through authority-led CPD initiatives related to the Business Plan and areas identified through the professional review and development process.

Once a year, by 31st January, the school's staff development co-ordinator must forward to the authority's professional development co-ordinator a summary of the main development needs that would be most appropriately addressed by the authority-led CPD during the following session.

The authority will maintain a programme of CPD activities to support the core CPD activities undertaken by individual staff and school groups. Each year the authority will publish an annual brochure of the authority-led activities in support of individual and schools' programmes and the national framework for CPD. The authority will also ensure wide access to information relating to CPD opportunities through the development of information technology.

The CPD Co-ordinating Group will advise the authority on development issues and the maintenance of the professional development framework.

Monitoring & Evaluation

As part of the arrangements for quality assurance, link officers will discuss with Headteachers the implementation of the annual professional review and CPD process and monitor its progress. As part of these arrangements it is important to determine the impact the CPD programme has had on improving the quality of teaching and learning.

School staff development co-ordinators will monitor the process in school together with the maintenance of viable CPD opportunities and the maintenance of records. The processes associated with professional review and development and continuing professional development must be an integral part of the school self-evaluation process. In particular, professional development requirements must be identified and carefully costed as part of the school development process.

Headteachers should refer to How Good Is Our School quality indicators 6.6 and 7.3 for illustration and guidance on developing and auditing the process of professional development within schools.

Review Date

This policy will be reviewed in May 2005.

Appendix I

CPD Documents

All staff should have a copy of the following documents (produced by Scottish Executive and previously issued to all teachers including supply staff).

1. **Continuing Professional Development (2002)**
2. **Standard for Chartered Teacher (2002)**
3. **Chartered Teacher Status: Frequently Asked Questions (2002)**
4. **Professional Review and Development (2002)**
5. **Chartered Teacher Status: Additional Frequently Asked Questions: How to become a chartered teacher (March 2003)**
6. **Continuing Professional Development For Educational Leaders (2003)**

In addition schools should have copies of the following documents

7. **Standard for Headship** (issued by Scottish Executive)
8. **Standard For Full Registration** (issued by GTC Scotland)

Reference

Improving Schools from Within, R. Barth (1990), Jossey-Bass, San Francisco, CA

Appendix 2

Closure Days

All schools benefit from five closure days for in-service training. One of these days has been allocated at the beginning of session with the other four scheduled before Christmas. Of these four days, two have been designated authority-based and two school-based days.

1. **First Day Of Session**

   Although some of this day may be devoted to administrative arrangements for the new session there must still be opportunities for professional development. Examples of activities include:

   a. induction of new staff;
   b. discussion of new, or changes to, school policies;
   c. aspects of health and safety (e.g. fire procedures); and
   d. implementation of new programmes of study.

   Programmes for the first day of session should be issued to staff in advance of the summer holidays.

2. **Authority-Based Days**

   Information received from schools arising from the professional development and review procedures, together with needs arising from local and national priorities will direct the planning of authority-based days.

   Details of all courses being offered will be included in the annual CPD programme issued to schools in the spring term.

3. **School Based Days**

   All schools must provide a full programme of professional development for all staff on these days. Using devolved budgets it is possible for a school or cluster of schools to invite external contributors. School based programmes should include activities related to individual personal development needs as well as those related to the school development plan.

Appendix 3

The CPD Portfolio

The maintenance of a CPD Portfolio is good practice for all teachers, regardless of their experience or aspirations. It can offer a systematic method for recording professional analysis and development throughout a teacher's career. New teachers entering the profession will maintain a professional development portfolio and profile for the duration of their induction post and should be encouraged to continue this practice once fully registered. Teachers who wish to enter the Chartered Teacher Programme will be required to have maintained a Portfolio.

The CPD Portfolio would remain the personal property of the individual teacher but could be used to:

- present an analysis of personal and professional development;
- present illustrations of current skills and abilities;
- provide additional support in preparing for professional review;
- provide a basis for discussion with key colleagues;
- plan future professional development;
- self-evaluate professional competence; and
- assist in recording activities which may lead to accreditation

The contents of a CPD Portfolio will vary but might include:

- personal details;
- qualifications;
- employment history;
- job descriptions of current and previous posts;
- CPD Profile;
- an analysis of professional experiences;
- self-evaluation of professional competence;
- reflective commentaries on CPD activities undertaken;
- information relating to preparation for national standards;
- personal development plan;
- certificates; and
- CV.

In reflecting on the impact or outcome of development experiences in the short or longer term, teachers may record the following:

- developments in attitude;
- developments in behaviour;
- increase in knowledge;
- increase in skills; and
- impact on practice.

page 9, "Professional Review and Development 2002", SEED

Appendix 4

PROFESSIONAL REVIEW AND DEVELOPMENT

Identified Priorities for Authority-led CPD

School:	**Dept:**	**Date:**

Please indicate below the main issues for future CPD programmes which have emerged from your discussions with staff during this year's professional review meetings.

Priority	**Description of Activity (Time required, presenters etc.)**	**Audience**
1		
2		
3		
4		

This information will be used to inform planning for future staff development.

Signed:	
Position:	**School:**

Please return to: K.Trewartha, Professional Development Co-ordinator, Education Development Centre, 6 Kenneth Street, Stornoway, HS1 2DR by **31st January.**

Thank you for your assistance.