



The General Teaching Council
for Wales' Advice to the
Welsh Assembly Government

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Preface

The General Teaching Council for Wales has prioritised the development of advice on Continuing Professional Development (CPD).

This paper sets out key principles of entitlement to CPD for teachers in Wales. It proposes that the Welsh Assembly Government gives its support and approval for these principles and commits itself to providing appropriate financial support for its staged introduction with a view to full implementation by September 2007. Following further discussion with the Minister for Education and Lifelong Learning and her officials, Council will develop implementation proposals in consultation with the profession, the Welsh Assembly Government and other organisations who have a stake in school based education. Several of these organisations are seen as important partners in the development process.

Part 1 of the paper focuses on:

- defining Continuing Professional Development
- CPD entitlement and responsibilities
- CPD framework
- a career-long professional development entitlement
- performance management
- timetable for introduction.

Part 2 raises implementation issues which we will seek to take forward with key partners, including funding, accreditation of CPD, partnership and the role of Initial Teacher Education and Training Institutions.

Introduction

Teachers need continually to update their professional skills to ensure that teaching continues to be of high quality.

1. In an ever changing world, teachers need continually to update their professional skills to ensure that teaching continues to be of high quality and education standards continue to improve. However, teachers need high quality support to achieve this and there is a responsibility on all working in the school field to ensure that opportunities to learn from good practice and innovative developments are provided. As well as contributing to school improvement, the provision of CPD opportunities can assist in teachers developing themselves as reflective practitioners. The provision of an entitlement to career-long professional development for teachers can also serve as a key recruitment and retention strategy.

2. Teachers have had a crucial role in implementing the numerous educational initiatives introduced in recent years and will continue to be central in any future initiatives which may be planned. They need to develop new skills to ensure the benefits of these initiatives are maximised.

Developing this advice paper

3. In June 2001 the Council began an extensive information gathering process with a series of questions on CPD distributed to all registered teachers, LEAs, teacher unions, Initial Teacher

Education and Training Institutions and other education organisations. These questions asked respondents to consider the definition of CPD, entitlement and expectations, current provision in Wales, the link between CPD and performance management, the accreditation of CPD and funding issues.

4. Following discussion by the Council, a draft advice paper was developed and a national consultation conference organised in December 2001 to further refine this advice paper.

5. A full consultation with the teaching profession on the draft advice paper was conducted during January – March 2002.

6. The advice is submitted to the Minister for Education and Lifelong Learning following agreement by the Council in April 2002.

7. The advice is influenced by Phase 1 of the CPD pilot projects. These were individually focused pilot projects undertaken by the Council and funded by the Welsh Assembly Government between September 2001 and March 2002. The projects enabled teachers working in maintained schools to apply for Professional Development Bursaries, a grant from the Visits and Exchange Fund or Teacher

Research Scholarships. Almost 1500 teachers in Wales participated in the phase 1 pilot projects. An extended programme of CPD projects will be piloted from April 2002 to March 2003. It is anticipated that the outcomes of the evaluations of phases 1 and 2 of the pilot projects will feed into subsequent advice that the Council will develop on the implementation of these proposals.

Context

8. The Council has investigated the current situation in relation to CPD in Wales. A varied picture emerges, with some local areas having systems which provide significant support and professional development opportunities for teachers and others where teachers appear to receive far fewer opportunities. Variations also exist in the focus of the provision in different schools and LEAs. Some prioritise opportunities for newly qualified teachers, while others prioritise local or national initiatives. While there are numerous examples of good practice, very few teachers enjoy the benefit of a structured CPD framework that guarantees provision and enables them to meet identified needs.

9. The Welsh Assembly Government has made considerable investment in CPD through Grants for Education

Support and Training (GEST) and has undertaken valuable work in the area of school leadership. The Welsh Assembly Government consultation proposals for the introduction of a programme of early professional development, including induction and the piloting of individually focused CPD projects through the Council indicate a widening of the focus of CPD.

10. The Council is aware of the good practice that currently exists in many areas of the country. The proposals outlined in this document do not seek to replace existing initiatives, but to build upon and enhance the current good practice of teachers, schools, LEAs and the Welsh Assembly Government which will be to the benefit of pupils, teachers and schools. The Council does not consider it appropriate to suggest to LEAs and schools what activities are appropriate for them but to seek to create a framework and the conditions that will meet the needs of all with an interest in ensuring that teachers have career-long professional development support.

11. One area that appears to have been particularly neglected in recent years is individually focused CPD. Current provision is mainly targeted at local or national priorities. Pilot projects

apart, there are far fewer opportunities for teachers to take advantage of professional development activities that meet the individual's own identified professional development needs. There is a need to provide such opportunities for all teachers and this must apply to teachers whether they work full-time, part-time or as supply teachers.

12. These restricted opportunities, particularly in the area of individually focused CPD, have created a culture where CPD is sometimes considered an imposition, rather than a desirable professional priority by many teachers. Excessive workloads on teachers and the consequent lack of time to engage in CPD activities have reinforced this view. It will take a major effort over a planned time-scale to change this perception. Changes to working conditions could have a positive impact by reducing the competing demands on teachers and freeing up more time to be allocated to CPD activities. Focused CPD opportunities can play an important role in improving standards of teaching and the quality of pupils' learning. Consideration needs to be given to the opinions of teachers in relation to CPD when developing and implementing any new proposals and to providing sufficient time to introduce and embed them.

13. As part of the evaluation of the CPD pilot projects, the Council commissioned UWIC / PPI to undertake a review of CPD in other professions in the UK and in teaching in other parts of the world. The review indicated that the types of learning embodied in the CPD of teachers is moving away from traditional formats to embrace a greater variety of resources and styles. This is even more pronounced in the other professions. In particular, much greater emphasis is placed on:

- work-based learning managed by the learner
- private study
- undertaking research activities
- participating in supporting learning and learners.

The review indicated that the structure of CPD in other professions was more developed than in teaching, with more emphasis on generic skills such as the importance of management training, communications and financial acumen. They also place greater emphasis on the personal/experiential dimension of CPD in domains such as personal skill, broadening experience and developing new areas of expertise to assure continuing employability or career changes within the profession. We have taken cognisance of the situation in other professions in drawing up this advice.

Part 1 - Principles of entitlement

Chapter 1 Defining Continuing Professional Development

14. Continuing Professional Development activities take many forms. These range from attending courses to school based learning and undertaking action research. The lack of an agreed overall definition makes it more difficult to develop a coherent policy in relation to CPD.

15. In recent years the emphasis in CPD has perhaps shifted too much towards attending courses and other organised activities, to the exclusion of other valuable and worthwhile CPD activities. While all forms of CPD provide opportunities for teachers to develop their practice, the Council considers there is a need to rebalance the current emphasis by predicating a broader definition for CPD covering a wider range of activities which contribute to the professional and personal development of a teacher.

16. The Council offers the following definition:

“Continuing Professional Development encompasses all formal and informal learning which enables teachers to improve their own practice”

17. The Council considers that many types of professional development activity benefit teachers and schools. A list of activities that can be considered as falling within the compass of CPD is included as Annex B.

18. Teachers need to become aware of the wide range of activities within the compass of CPD so that they can give informed consideration to potential professional development activities which may be helpful to their own development.

Recommendation

The Council recommends that the Welsh Assembly Government approve a broad definition of CPD and that this is used by schools, local and diocesan authorities and other CPD providers as well as the Welsh Assembly Government itself to shape future CPD policy and practice.

Chapter 2

CPD entitlement and responsibilities

19. The Council considers that all teachers should be entitled to high quality and well-planned CPD provision throughout their career. However, along with an entitlement comes a responsibility to develop oneself professionally and to ensure that professional knowledge and skills are constantly updated. The Council's Professional Code for Teachers includes the following reference to professional development:

“Teachers contribute to the wider development of the school and the profession. They are aware of the importance of maintaining up-to-date professional knowledge, understanding and skills and they reflect on their own practice. They recognise their own needs and aim to take responsibility for their continuing professional development, taking advantage of the range of opportunities available to them.”

20. The Council considers that teachers and employers have different but complementary responsibilities:

(i) Employers' responsibility for provision

Employers have a responsibility to provide professional development opportunities for teachers to support a broad range of priorities. These activities should take place during the normal work cycle. In addition to the

current provision based on priorities identified by national and local government and schools, there is a need to give teachers the opportunity to undertake activities that will meet their own individual needs. In this paper, the Council argues for the introduction of an entitlement to professional development which focuses on the individual professional and personal needs and objectives of the teacher. Teachers should be able to take advantage of this entitlement to improve aspects of their classroom practice or to prepare themselves to take advantage of future career opportunities. While the control of current funding such as GEST needs to remain with national and local government and schools, new funds need to be made available to individual teachers to enable them to meet reasonable costs associated with meeting individual needs. This is discussed further in the section on Implementation Issues.

(ii) Teachers' responsibility for individual reflection

All teachers have a responsibility to develop themselves as “reflective professionals”. This involves identifying ways to improve their performance by reflecting on their work and by identifying new ways of working. Relevant activities include lesson preparation, reading, researching

new contexts and communicating with colleagues. In addition, by sharing their experiences with other colleagues, teachers both disseminate their good practice and develop their own skills. These activities should be undertaken as part of a teachers' work. However, care should be taken to ensure that the work load and bureaucratic burdens on teachers are not so excessive that they are prevented from having the time to reflect and plan.

21. The Council believes that teachers as professionals want to continue developing their knowledge, skills and understanding throughout their careers. However, the Council realises that the range of professional development activities that can be undertaken by a teacher will be influenced by the opportunities provided by the employer and other organisations. In view of this, the Council considers it essential to develop a flexible framework of CPD in which the expectations and responsibilities of all concerned are clearly laid out so as to provide equality of opportunity for all teachers in Wales.

22. For any CPD activity to succeed it needs to be appropriate for the teacher. Teachers are individuals and their strengths, weaknesses and aspirations will vary.

Consideration needs to be given to the process of identifying professional and personal needs and career aspirations when providing appropriate CPD opportunities. We deal with this issue in Chapter 5 "Performance Management".

23. As professionals, all teachers will wish to improve their skills and develop new approaches to their work. However, CPD needs can vary in the following contexts:

Newly Qualified Teachers

Newly Qualified Teachers need time to adjust to the demands of a full-time teaching career. In 2000 / 2001 the Welsh Assembly Government consulted on plans to introduce a system of induction and early professional development activities and the Council has welcomed these proposals. The Welsh Assembly Government has recently announced that a statutory induction year followed by 2 years of early professional development will be introduced for newly qualified teachers in Wales in September 2003.

Teachers at different stages of their career

During their careers, teachers may wish to develop new skills as a result of taking on a new post or to undertake CPD

activities that will prepare them for a future role.

Teachers at different life-stages

The nature of opportunities available needs to be flexible to enable participation by all teachers. For example, some teachers may consider opportunities such as higher degrees as appropriate due to the time available to them, while some teachers with heavier external commitments may wish to take up CPD opportunities of a shorter duration which take place during the working day.

Returning Teachers

Teachers returning to the profession after a career break will have a particular need to update their skills. There is a need to ensure that they are not overburdened and that they are able to adjust to resuming the demands of a career as a teacher.

Part-time, Supply, Peripatetic and Home-based Teachers

These teachers have particular professional development needs, given the varied nature of their work.

24. The professional development opportunities that are available to teachers need to be varied and flexible so as to allow them to

take advantage of them alongside their other commitments. It is essential that teachers' competing priorities are recognised when providing CPD opportunities. However, all teachers should be able to undertake some CPD activity during the course of their normal work cycle.

25. Employers need to consider the needs of teachers when providing opportunities for professional development by ensuring a mix of activities that can be undertaken during the school day. While it may not be possible in all cases to organise CPD activities during the working day, teachers will be more able to participate in these activities if they do not lead to additional time commitment. Schools need to have sufficient resources to provide non pupil contact time for teachers to undertake CPD activities. The Council encourages schools and LEAs to identify ways of making this possible.

26. There is a need to encourage regular consultation between teachers and providers of professional development opportunities to ensure that the nature of provision meets the needs of teachers. This is of particular importance in ensuring that there is provision for all teachers who wish to take advantage of CPD opportunities through the medium of Welsh.

27. Conditions need to be created not only to provide support for teachers, but to allow them to be reflective - to learn, develop and improve as an integral part of their work. There is a need to provide teachers with time to plan, undertake, reflect and disseminate their experiences. This best takes place in environments that foster learning. For teachers to benefit fully from CPD there is, therefore, also a need to ensure the creation of 'learning communities' which support and foster development and learning. Schools, departments and groups of teachers within schools can all serve as learning communities.

Recommendations

The Council recommends:

- **the adoption of the principle that both employers and teachers have responsibilities in relation to CPD;**
- **that the Welsh Assembly Government, local and diocesan authorities and schools plan for provision of CPD opportunities with the above responsibilities in mind;**
- **the Welsh Assembly Government encourages schools to foster an environment for teachers to learn and develop professionally.**

Chapter 3

A Framework for CPD

28. The current provision in relation to CPD in Wales appears to vary considerably from area to area. Whilst there are many examples of good practice there is also considerable anecdotal evidence that many teachers do not receive professional development opportunities beyond what is fitted into the five statutory non pupil contact days. In many cases this amounts to less than the five statutory days, since they have to accommodate school planning days and a range of other school matters. There is need to develop a system that creates a national framework of entitlement and opportunity while allowing provision to be developed on a local basis to meet the particular needs of teachers and schools in a particular area.

29. The framework highlights the need for teachers to have professional development opportunities focused on three priorities – individual focused, school focused and LEA/nationally focused. Opportunities for teachers to undertake activities covering the three priorities should either be provided by the employer or enabled by the Welsh Assembly Government. These activities should be separate from the individual reflection activities mentioned in paragraph 20 (ii) which should remain the professional

responsibility of the individual teacher.

(i) Individually focused

These activities should focus on a teacher's own needs and be identified by the individual teacher as supporting their professional development and / or career objectives. Development in this area will, in most cases, directly benefit the school in which the teacher is currently employed by improving their practice as a teacher and thereby their contribution to their school's performance and the quality of the education it provides. The professional development activities will enable a teacher to make an enhanced contribution as a professional. There should be a clear link between the proposed performance management process as the vehicle for identifying need and the activities undertaken in this area. Appropriate CPD activities might include attending courses, mentoring, developing a new teaching activity, exchanging ideas and good practice with colleagues and exchange visits.

(ii) School focused

These CPD activities should primarily be targeted at the requirements of the school which currently employs the teacher. The CPD requirements would be identified from the school development plan and relevant activities should largely be

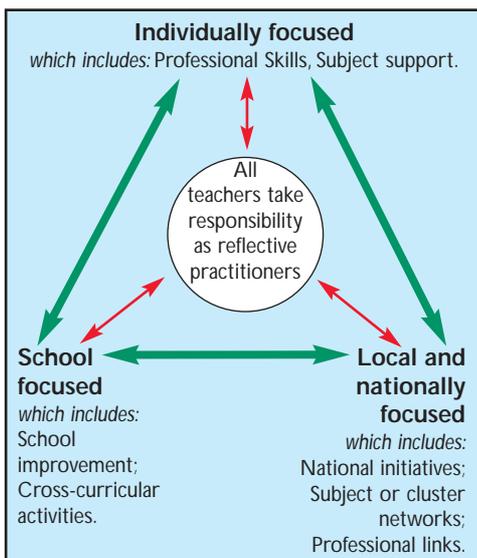
undertaken during the statutory non pupil contact days, with any additional identified school focused activities financed from school budgets. By developing a clear link with the performance management framework and the school development plan, schools can ensure that teachers undertake professional development activities that directly impact on the school's performance. In developing a CPD programme for teachers, schools need to consider the range of expertise and experience already available in their schools as well as external opportunities available. Teachers are often 'hidden' expert practitioners and sometimes ignored as a significant resource for providing CPD opportunities. A collaborative ethos, where schools share their expertise, would be beneficial in widening the professional development opportunities available.

(iii) National / LEA (including diocesan authorities) focused

These CPD activities would meet the demands of national and local initiatives. They could involve activities organised on cross-school basis such as cluster meetings or around a national priority such as the introduction of revised national curriculum changes. The development of national or local networks

including meetings or exchanges between curriculum leaders across Wales can also contribute to meeting national and local priorities. Such initiatives and networks will include those organised by the voluntary-aided sector.

Diagram 1: Draft CPD Framework



30. Diagram 1 seeks to link new and existing systems into a coherent framework:

- individually focused activities would be identified and led by the individual teacher, but clearly linked to the performance management cycle.
- school focused activities, largely but not necessarily wholly, would be undertaken during the five non pupil contact days.

These priorities would be identified in the school development plan and include initiatives to support whole school improvement.

- national / LEA (including diocesan authorities) focused activities would involve CPD to meet priorities identified at a local and national level. These activities could continue to be funded through the GEST mechanism.

The Council considers that this framework provides the opportunity to plan flexible CPD provision at all levels. To maximise the impact of the framework the Council would emphasise that work undertaken in one element complements activities in another. Teachers and employers need to work together to ensure that adequate support is provided by developing programmes that meet the three priorities identified in the framework.

31. The Council considers that within any national professional development framework, there needs to be scope to provide additional support for certain teachers. This could be as a result of teaching in a challenging area or undertaking a task for which a significant amount of additional training is required. The Welsh Assembly Government could achieve this either by providing a

separate fund for additional requirements or enhancing access to CPD funding for teachers with these additional needs.

32. The Council considers it would be beneficial to agree a minimum entitlement to CPD for all teachers in Wales. There would be significant implications in making this a compulsory responsibility in Wales, not least the need to establish a quality control system. The Council recommends that a minimum entitlement be introduced, which would guarantee all teachers the opportunity to take up individually focused CPD activities if they so wish.

Recommendations

The Council advises:

- the Welsh Assembly Government to introduce a properly funded framework of CPD based on individually focused, school focused and LEA/nationally focused activities
- the Welsh Assembly Government to introduce an entitlement to individually focused CPD by September 2003, with the proviso that an adequate system of administration and quality control must be introduced.

Chapter 4

A career-long professional development entitlement

33. Career-long professional development should be an entitlement for all teachers. Currently the role of CPD as a means of providing lifelong learning opportunities for teachers is not explicit. While all teachers undertake some CPD activities in the course of school non pupil contact days, encouragement and guidance to plan a programme that meets their individual needs is inconsistent.

34. There is need to outline the different stages of professional development in any teacher's career, together with the associated professional standards. Such a model has recently been published by the Department for Education and Skills in England. This model should include existing elements such as Initial Teacher Education and Training and the recently proposed elements of induction and early professional development, together with an entitlement for all teachers to experience professional development beyond their early years of teaching.

35. A career-long professional development entitlement should outline a process that identifies for teachers the opportunities that are available for them throughout their careers. While the model provides a structure at a national level,

there is a need to ensure that this does not stifle innovation at a local level.

Career-long opportunities

36. Any CPD framework must be sufficiently flexible to allow teachers to undertake a mix of provision that meets their requirements. The nature of the opportunities that teachers will undertake will vary from teacher to teacher. The definition in Chapter 1 provides for a wide range of activities. This should enable all teachers to undertake activities which are suited to their own circumstances and aspirations. Most teachers will undertake activities to support their work in the classroom. These can vary from accredited provision such as undertaking research activity to non-accredited activities such as visiting a teacher in another school to view good practice. In all cases, the value of formal and informal learning needs to be recognised.

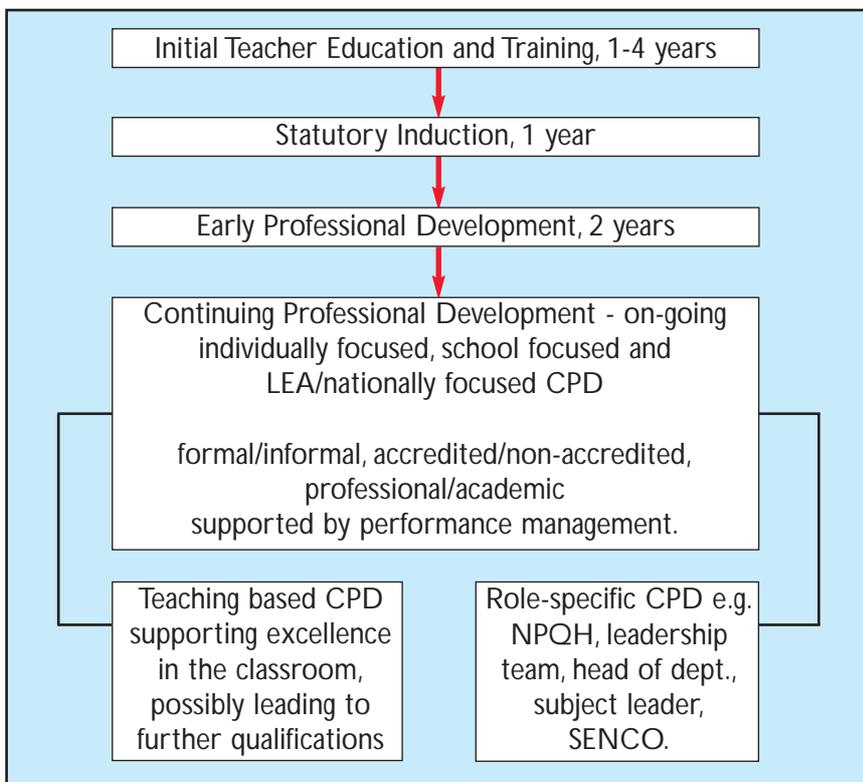
37. Some teachers will aspire to senior management roles and may want the option of taking an academic course including higher degrees (e.g. MA, MEd, MBA or an EdD) while others will select a professional route such as undertaking NPQH. Other teachers will wish to concentrate on developing their pedagogic

skills and practice. Whilst there is great merit in undertaking these activities to improve practice in themselves, the Council considers that there should be a classroom based development route for teachers to acknowledge excellent classroom practice. This may involve the development of a higher level qualification such as the Chartered Teacher currently being developed in Scotland. The development of such a qualification would provide an opportunity for teachers to achieve higher status through excellence in the classroom and would complement the existing provision for those who prefer to follow a development route into management.

38. Teachers should have opportunities to pursue either professional or academic activities, or both. The Council does not consider one route to be preferable to the other. A framework that recognises the merits of both academic and professional activities and allows teachers to receive accreditation for both is more likely to succeed.

39. Diagram 2 provides an outline model of career long professional development entitlement. It encompasses the varying professional development needs of teachers at different career and life stages, as in paragraph 23.

Diagram 2 : A career-long professional development entitlement



Recommendations

The Council recommends that the Welsh Assembly Government:

- adopt and fund a career-long professional development entitlement as the basis for future CPD policies and strategies in which all teachers, irrespective of geographic location in Wales, are entitled to a minimum entitlement of high quality professional development;
- develop proposals, in partnership with the Council and others, to introduce a professional qualification recognising excellence in the classroom.

Chapter 5

Performance management

40. The Council considers that CPD and performance management are closely linked and both contribute to the same intended outcome of developing high quality reflective teacher practitioners within high quality self-evaluating schools. A properly resourced performance management framework provides the potential mechanism for identifying professional development needs on a regular basis and ensuring the teacher is provided with appropriate support to meet those needs.

41. The Council has welcomed the Welsh Assembly Government initiative to introduce a system of performance management in Wales. However, as we have previously stated, for any system of performance management to be successfully implemented, there is need to ensure teachers and managers have enough time to implement the process and sufficient resources to ensure that CPD can be provided to meet the requirements highlighted. The process of performance management needs to include an element that highlights CPD requirements. The successful identification of the individual development needs of teachers and the evaluation of the impact of the CPD on pupils' performance, can also play a key role in school improvement. Schools will want to put in place

systems for evaluating the impact of training and professional development on the individual schools' objectives. The Council encourages the Welsh Assembly Government to recognise the impact that performance management will have on the demand for CPD opportunities and to ensure that sufficient resources are available to meet this need. Without this level of recognition there will be little benefit from the introduction of the performance management initiative.

42. Existing structures of managing professional development in schools will be an important factor in ensuring that performance management and CPD are linked. Staff Development Officers and line managers have a crucial role in guiding the professional development of teachers in their school. Appropriate training for these post holders will be essential to ensure that teachers receive professional development opportunities based on national, local, school and individual priorities. School managers may favour professional development opportunities linked to the needs of the school, but the success of performance management will depend on identifying and providing opportunities which meet the needs of individual teachers as well as schools. In the

context of the annual performance management discussion, the Council considers that it would be appropriate if teachers took the lead in the discussion over their individual professional development needs. The role of the Staff Development Officer or line manager would be to ensure that an appropriate balance of professional development activities is maintained, commensurate with the needs of the school and the resources available. As previously stated, the Council considers that the individual teacher should have the lead role in the discussion of the use of money set aside for meeting the professional development needs of the individual.

Recommendations

The Council recommends that the Welsh Assembly Government and schools:

- highlight CPD needs-identification and review as an essential element of the performance management process
- provide opportunities for all Staff Development Officers and line managers to receive training to equip them to handle discussion relating to an individual's professional development needs;
- recognise the increased demand for CPD opportunities that performance management will generate and ensures sufficient resources are available to meet this need.

The Council recommends the development of guidance for Staff Development Officers and line managers in performance management, to assist them in handling discussions on professional development. The Council would be willing to assume a role in working with partners to develop this guidance.

Chapter 6

The timetable for introduction

43. The Council considers that a fully developed and implemented Continuing Professional Development framework for teachers in Wales is a medium-term goal. However, we consider that many of the components can and should be achieved in the short-term.

44. The Council considers that the lack of priority given to individually focused CPD activities has led to a reduction in the perceived importance of teacher professional development. This in turn has led to reduced expectations from teachers in relation to the opportunities available to them. It requires a major shift in culture and in support to reverse this trend.

45. Whilst the Council recognises that some elements of its advice, most notably the entitlement to individually focused CPD for all teachers, will involve investment of additional resources by the Welsh Assembly Government, we consider that this will be an investment which will reap multiple benefits in the quality of education Welsh children and young people receive. Such an investment will complement other initiatives such as the Welsh Assembly Government's early professional development proposals by continuing newly qualified teachers' opportunities for self-reflection and professional

development. It will also complement the school leadership programme and incentives to attract graduates to train as teachers by providing a richer career structure for the profession. Providing an entitlement and a career-long professional development framework may also act as a key recruitment and retention strategy.

46. The Welsh Assembly Government needs to build on the recent initiatives to pilot individually focused CPD by implementing proposals that enable teachers to receive professional development support throughout their careers. The Council hopes that this document, which has been developed in consultation with the teaching profession, will provide an impetus for these proposals.

47. The Council considers that the Welsh Assembly Government should build on its current work by agreeing the principle of a CPD entitlement and framework for teachers in Wales. This will give teachers a clear indication of the career-long opportunities which will become available to them. We believe the framework set out in Chapter 3 and the entitlement referred to in Chapter 4 provide a base for this.

48. The Council considers it is possible to have a fully developed and implemented framework of CPD for teachers in Wales within five years, providing comprehensive career-long support for all teachers. A fully resourced framework should incorporate a programme for accrediting various forms of CPD for teachers who wish to take advantage of this. A timetable for implementing some of the components of the framework is included as Annex A.

49. The Council considers that many of the building blocks for a CPD framework that meets the needs of teachers are already in place. This document seeks to provide an impetus for further development. The Council will build on this initial advice by developing targeted and specific advice on specific issues, but this should not be seen as a reason for delay in responding to the initial recommendations. Early response from the Welsh Assembly Government will help the Council to move on to further stages of advice.

50. As a first step, the Council recommends the introduction of an entitlement to individually focused CPD for all teachers, backed by sufficient resources by September 2003. This would provide a major element of the framework proposed in Chapter 3.

For any entitlement to be successful the Welsh Assembly Government will want to ensure that the necessary administrative and monitoring systems are in place in order to maximise the positive impact of introducing the entitlement. To manage the CPD pilot projects the Council developed an efficient and effective system that ensured quality control and enabled the outcomes to be evaluated. We do not consider that this system, in its entirety, would be appropriate to administer an entitlement for all teachers. Any system for administering a wider entitlement will need to ensure accountability and quality control but minimise the bureaucratic burdens on teachers.

Recommendations

The Council invites the Welsh Assembly Government to agree that Wales should have a comprehensive, fully resourced and implemented CPD framework within five years. This should include:

- **early agreement on the outline of a CPD framework and entitlement for teachers in Wales by June / July 2002; and the**
- **the introduction of an entitlement to individually focused CPD for all teachers, backed with sufficient resources by September 2003, with the proviso that an adequate system of administration and quality control must be introduced.**

Part 2 - Implementation issues

Introduction

51. The Council recognises that there is a range of practical issues which emerge from the recommendations it has made relating to principles of entitlement to CPD. The Council does not believe that all of these can be achieved immediately, although the introduction of an entitlement to individually focused CPD should not be delayed. The Council, therefore, notes the following implementation issues which will need to be addressed in order successfully to introduce a comprehensive CPD framework and entitlement for teachers in Wales. The Council believes that these issues are best addressed in partnership and, given a willingness to work collaboratively, believes a fully implemented system can be in place in Wales by September 2007.

Chapter 7 Funding

52. There is a need for sufficient focused funding to ensure that all teachers are able to access CPD opportunities and have sufficient time to undertake activities. As a rule teachers should have time to plan, undertake, reflect on and disseminate the lessons learnt from undertaking their activities. This means providing a system of

cover for teachers in a way which limits classroom disruption.

53. The Council would draw attention to its work in relation to teacher recruitment and retention and would argue that initiatives to deal with teacher shortages should take account of the increased need for supply teachers which may result from increased CPD funding.

54. The Council recommends that LEAs, either individually or in collaboration, ensure they have a pool of teachers who are able to cover teachers undertaking CPD activities. This proposal would allow for training during working hours with minimal disruption on the teaching and learning programme. An example of this approach has recently been implemented in South Lanarkshire, where the LEA has placed some 80 teachers at various schools in the authority thus providing cover for other teachers involved in professional development activity. Some schools participating in the Council's Whole School Initiative pilot project are piloting innovative ways of dealing with this issue e.g. by employing an extra member of staff. The Council will evaluate and disseminate the success of these approaches.

55. For schools and LEAs to

provide a viable CPD programme there is need to develop a strategic and forward programme of activities. This is very difficult to undertake when the funding received by LEAs and schools is provided on an annual basis. To utilise funding properly there is a need to move away from a system based on annual budgets to one which allows for a three or five year planning horizon. The Council hopes that one outcome of its advice will be a greater focus on the long term CPD needs of teachers including longer term planning of CPD activities.

56. The Council proposed three types of activities in its draft framework in Chapter 3. The Council's current thinking on funding is as follows:

(i) Funding of Individually focused CPD

If every teacher in Wales is to have an entitlement to individually focused professional development opportunities, this entitlement needs to be backed by an agreed sum of money available on an annual basis for teachers to commit to their professional development. The decision on how to spend this money should be made largely by the individual teacher according to their own professional priorities, but it would be expected that the use of such an entitlement would be discussed as part of the

performance management cycle. Such money should be able to be spent on a diverse range of CPD activities including supply cover. The Council is interested in discussing the possibility of teachers having the opportunity of “banking” this entitlement to undertake an enhanced period of CPD at a later date. For example, a teacher may decide to concentrate on other CPD priorities for a period of five years and then use the funding accumulated for individual professional development for a sabbatical period. By developing such a system, teachers would have the opportunity to take advantage of CPD activities when and in a way which best supports them.

Individually focused professional development should be funded from new money and not from the existing CPD budget. The Welsh Assembly Government may wish to consider the level of the entitlement and the method of distributing the funding. An annual entitlement of £500 - £600 per teacher, together with additional support for teachers working in challenging areas, opportunities to develop professional networks and Whole School Initiatives would cost in the region of £20 million, a relatively small sum compared to the overall schools budget. The funding could be administered directly by the Welsh Assembly Government or

through an organisation working at a national level or through a Learning Account model where funding stays with the teacher or allocated to schools or LEAs but ring-fenced for use by the teacher. As mentioned in Chapter 6, the Council will seek to work with the Welsh Assembly Government to develop a system which ensures efficiency, effectiveness and quality assurance.

(ii) Funding of School focused CPD

Funding for these activities should continue to come from school budgets. The headteacher in consultation with the staff would develop a programme which concentrates on the school's priorities and which builds from the school development plan. Currently, the five non pupil contact days available to a school are used to cover a variety of CPD and other priorities.

The Welsh Assembly Government might consider making available additional CPD resources to support schools facing particular challenges. Schools, such as ones in Communities First areas, create significant demands on their teachers which could be supported through CPD. The Welsh Assembly Government / WLGA 'Narrowing the Gap in School Performance' group has recognised CPD as a factor in the performance of schools who have

narrowed the gap. Additional funding could also be provided for schools in isolated areas where the costs of undertaking activities can be greater. The extra costs of providing bilingual CPD opportunities need also to be recognised.

(iii) Funding of LEA / Nationally focused CPD

Funding for these activities needs to continue to be made available to Local Education Authorities and advisory services working across LEAs who are able to provide CPD opportunities for teachers.

These priorities could be funded by a mechanism similar to the current GEST system. Criticisms of the current GEST programme include:

- the bidding system, which is time-consuming, does not guarantee equitable funding and prohibits longer-term planning; and,
- the fact that money can be extensively vired within many GEST priorities. While this allows LEAs flexibility it means that certain national priorities may not be resourced as intended;

The Council accepts that, while there are many criticisms of GEST funding, it recognises it as a

mechanism that provides considerable support for teacher CPD. We strongly support the continuation of a clear stream of funding through LEAs to support local and national priorities.

The Council suggests that the Welsh Assembly Government refines the GEST funding mechanism to enable it to better meet the requirements of users and providers.

57. The development of an appropriate funding system to support the provision of a variety of CPD opportunities is essential. This system must be flexible and allow programmes to draw from many sources. Until this is put in place it is unlikely that a suitable framework of CPD that provides career-long professional development support for teachers can be implemented.

58. In addition to funding CPD activities and providing time for teachers to undertake the activities, consideration needs to be given to the provision of resources to better enable the delivery of CPD. One area where difficulties arise is the ability of teachers to improve their ICT skills and to access courses by electronic means. The Council is aware that many teachers are unable to improve their skills because they do not have access to ICT hardware and

consequently they are unable to build on the skills developed through initiatives such as the NOF funded ICT courses. The provision of hardware, possibly in the form of a small school pool of laptop computers or access to on-site computer hardware which are available for CPD purposes, would enable teachers to develop their ICT skills and access electronic delivery of CPD at a time and in a way that is suitable to them. This support may reduce the pressure on school timetables mentioned earlier in this chapter.

Recommendations

The Council looks forward to further discussions with the Welsh Assembly Government with a view to:

- **introducing an annual CPD entitlement for teachers in the form of an agreed sum of money, as set out in paragraph 56, which could be spent on relevant individually focused professional development;**
- **introducing a system for administering the entitlement that will allow teachers to “bank” the funding and use it later for a longer CPD activity;**
- **introducing an element of longer-term funding for schools to enable them to plan their CPD programme;**
- **refining the GEST funding mechanism to enable it to better fund CPD activities in support of local and national priorities.**

Chapter 8

The Recording and Accreditation of CPD

59. In addition to the intrinsic benefits to the teacher and the extrinsic benefits in terms of improved practice and school performance, teachers may wish to benefit by receiving recognition for their professional development activities. Some teachers will wish to undertake steps to accredit their activities while others will want to record their experiences. There is a need to develop a flexible system that allows teachers who wish to receive accreditation to do so without disadvantaging teachers who do not wish to follow this route.

60. In considering accreditation, it is important to differentiate between accrediting the individual activities of teachers and accreditation of CPD providers.

Accrediting the activities of teachers

61. The Council will wish to see a framework for the accreditation of teachers' professional development. The Council's current view is that it would be inappropriate to seek to accredit each and every form of CPD given the definition of CPD included at the start of this paper. Nevertheless programmed accreditation of prior experience and learning as well as course work and research may be a valuable incentive for teachers. It

is becoming an increasingly important element of CPD in many professions and teachers should similarly be able to benefit.

62. There is a need to develop a flexible system that encourages teachers to undertake activities that meet their requirements. Any system should allow the use of prior learning to gain accreditation.

63. The Council would welcome discussions with the Higher Education sector to identify possibilities for relevant methods of accreditation of CPD, within an appropriate flexible and broadly based credit framework, developed and made available on an all-Wales basis for teachers. The accreditation of teachers CPD would need to link to the credit framework for Wales proposed by the Welsh Assembly Government in 2003. HEIs are in a strong position to play a crucial role in providing and accrediting good quality CPD.

64. Any system of accreditation should allow for the accreditation of both academic and professional activities. The current situation distinguishes between these, with academic activities sometimes being perceived as being at a higher level and being accredited while professional activities are sometimes perceived as lower level often because they are

without accreditation. Again the HEI sector is in a position to resolve such discrepancies but it must embrace the recognition and accreditation of professional experience.

Recording CPD

65. It is important to consider the position of teachers who may not wish to pursue accreditation but who might be encouraged to keep a record their CPD activities. These records could be used at a later date to support the accrediting of prior learning by teachers, if they so wished, as well as providing a note of their professional development activities.

66. The introduction of a system for recording CPD activities would be eased by linking it to the Performance Management process. Any system of accreditation or recording must not be overly bureaucratic.

Accreditation of CPD providers

67. The Council would hope to encourage CPD provision from a range of organisations and individuals in order to provide a diverse range of opportunities for teachers in Wales. The main emphasis must be on the provision of high quality

opportunities which meet the needs of teachers. The Council would welcome views on the need to develop a Code of Standards and Practice which would cover all CPD providers. This could provide a foundation for accreditation of CPD providers who develop quality control systems to ensure set standards for their output. By developing an accreditation system it would be possible to provide a list of all CPD opportunities on a Wales-wide bases provided by accredited providers. This could be made available as a web-based resource for schools and teachers. Council believes that Estyn should have a fundamental role to play in the quality assurance process.

Recommendations

The Council recommends further discussion with HEIs, other CPD providers and with Estyn on:

- **identifying possible methods of accrediting CPD;**
- **the desirability of the Council developing a Code of Standards and Practice for CPD providers;**
- **the introduction of a system for the accreditation of CPD providers.**

Chapter 9 Partnership

68. The Council considers that teachers and schools may benefit from and would greatly enhance the CPD opportunities available to them if partnerships between providers and users of CPD are developed.

69. Earlier in this advice, the Council noted the potential benefits of using the experience of teachers as a means of disseminating good practice. This can have significant benefits within a school but can also be advantageous when teachers share their skills with other schools. The Council considers that this type of arrangement should be encouraged and that schools, particularly small schools, be encouraged to form CPD consortia to make the best use of their available resources. LEAs might have a crucial role in facilitating these consortia.

70. In addition to collaboration between schools, LEAs may derive significant benefits from working together. Some LEAs in Wales already work together to ensure they are able to provide the necessary opportunities to support their teachers and schools. National funding mechanisms could encourage this collaborative approach which would benefit teachers and schools.

71. Higher Education Institutions can play an important role in providing CPD opportunities. Their ability to provide the opportunities that meet the needs of teachers and schools will be enhanced by working in partnership with schools and LEAs. These can be reciprocal partnerships where HEIs provide support in the form of courses and schools and LEAs provide the focus for research into improved practice.

72. The education sector in Wales benefits from good communication channels which enables regular discussion and dialogue between interested groups. This provides a means of developing a partnership approach in relation to CPD. This collaborative ethos could be further developed by the setting up of a CPD Forum to guide the development of a national CPD framework, similar to that proposed by Welsh Assembly Government for the Early Professional Development Partnership. This forum would provide an ideal opportunity to enable all key players such as representatives of LEAs, diocesan authorities, teacher unions, ITET Institutions, other CPD providers, the Welsh Assembly Government, Estyn and the GTCW to shape the development of future CPD policy.

Recommendations

The Council would welcome moves to:

- **give encouragement and support to schools to develop partnerships and to make use of the expertise of their own teachers in providing CPD opportunities for themselves and others;**
- **develop partnerships between schools, LEAs and HEIs on an inter-agency and inter-sector basis;**

The Council would wish to discuss further with the Welsh Assembly Government:

- **the possibility of developing funding mechanisms that encourage key sectors to collaborate;**
- **the role of the GTCW and the setting up of a forum to steer the implementation of a national CPD framework involving all interested partners, including representatives of LEAs, diocesan authorities, teacher unions and associations, ITET Institutions, other CPD providers, the Welsh Assembly Government, Estyn and the GTCW.**

Chapter 10

Role of Initial Teacher Education and Training Institutions

73. While the Council is aware that good quality CPD opportunities are provided by a range of LEA advisory service providers it is particularly aware of the key role that Initial Teacher Education and Training Institutions can play in providing CPD opportunities for teachers. ITET institutions possess a great deal of expertise in teacher education.

74. In Chapter 8, we stated that ITET institutions should have a positive role to play in encouraging teachers to undertake CPD activities by providing a broad and flexible credit framework that recognises diverse learning. This should enable teachers to receive recognition for professional activities and should encourage the participation of teachers in CPD activities.

75. The Council has already emphasised the prominent role the ITET sector could play in providing Early Professional Development and CPD opportunities and identifying ways of accrediting CPD as well as continuing with their programme of work-place based higher degrees. By assisting in meeting the CPD requirements of teachers, ITET institutions will also be able to develop their own provision.

76. The Council would reiterate

its previous request for a full review of the ITET sector. A review could lead the way to ITET institutions broadening their capability to become Centres of Teacher Education, encompassing both initial and continuing teacher education.

Recommendations

The Council:

- **advises the Welsh Assembly Government to undertake a review of the Initial Teacher Education and Training sector which includes ways the sector can contribute to continuing teacher education;**
- **should be invited to undertake discussions with ITET Institutions with a view to the development of a comprehensive credit framework for teachers' CPD.**

Conclusion

77. The Welsh Assembly Government has already undertaken important initiatives in relation to providing teachers with Continuing Professional Development opportunities. By building on this valuable start, the Council considers it is possible to achieve a significant improvement in the continuing development of teachers and ultimately in the quality of education which is afforded to pupils and young people in the schools of Wales.

78. The Council urges the Welsh Assembly Government to respond to this advice as a priority. It is ready and eager to work with the Welsh Assembly Government and other partners to implement the proposals flowing from this report in the interests of all teachers and pupils in Wales.

Annex A | Annex B

Timetable for Introducing the Proposals

April 2002

- advice on “CPD :An Entitlement to all” submitted to the Welsh Assembly Government

June / July 2002

- the Welsh Assembly Government accepts the principle of entitlement set out in Chapters 1- 5

April - September 2003

- continuation of CPD pilot projects by GTCW, but with additional focus on implementing the entitlement for all teachers.

September 2003

- introduction of an entitlement to individually focused CPD for all registered teachers currently working in Wales, with the proviso that an adequate system of administration and quality control must be introduced.

From September 2002

All party discussions on implementation issues, including:

- Code of Standards and Practice for CPD providers
- teaching based professional qualification
- recording CPD activities
- accreditation of CPD and a credit framework
- guidance on developing partnerships to deliver CPD opportunities

Illustrations of Examples of CPD activity

The following activities illustrate what should be considered as appropriate CPD:

- Induction activities;
- Developing subject knowledge;
- Developing pedagogic knowledge;
- Developing school knowledge;
- Whole school and cluster based activities;
- Subject leader and co-ordinators meetings;
- Extended programmes based on National Standards with opportunities for accreditation;
- Local and national leadership programmes;
- Mentoring and peer observation;
- Sharing good practice within and between schools;
- Visits to schools outside LEA;
- International exchanges;
- Shadowing of colleagues;
- Short term placements in industry or business;
- Subject and professional association activities;
- Involvement in national programmes such as literacy, numeracy and performance management;
- Higher degrees;
- Partnerships between schools and Higher Education institutions and LEAs;
- External courses and conferences;
- Secondments to LEA and national posts;
- Sabbaticals;
- School-based support and curriculum development for individuals, teams of teachers or for the whole institution;
- Whole school and departmental meetings for the purpose of self-review and curriculum development;
- Pursuit of further qualifications;
- Classroom enquiry;
- Action research;
- Developing an innovative approach to teaching a series of lessons / modules;
- Use of resources relevant to the professional development such as books, videos, software;
- Classroom observation within a school or between schools;
- Work shadowing either of a teacher at another school or a person employed in another area such as industry;
- Exchanges between similar posts in different schools.
- Working in teams to solve real school problems

This is not an exhaustive list of CPD activities. Many other activities may well be considered as valid CPD.

Annex C

Summary of the recommendations included in the document

Chapter 1

- the Welsh Assembly Government approve a broad definition of CPD and that this is used by schools, LEAs and other CPD providers as well as the Welsh Assembly Government itself to shape future CPD policy and practice;

Chapter 2

- the adoption of the principle that both employers and teachers have responsibilities in relation to CPD;
- that the Welsh Assembly Government, local and diocesan authorities and schools plan for provision of CPD opportunities with the above responsibilities in mind;
- the Welsh Assembly Government encourages schools to foster an environment for teachers to learn and develop professionally;

Chapter 3

- the Welsh Assembly Government to introduce a properly funded framework of CPD based on individually focused, school focused and LEA/nationally focused activities;

- the Welsh Assembly Government to introduce an entitlement to individually focused CPD by September 2003, with the proviso that an adequate system of administration and quality control must be introduced;

Chapter 4

- the Welsh Assembly Government to adopt and fund a career-long professional development entitlement as the basis for future CPD policies and strategies in which all teachers, irrespective of geographic location in Wales, are entitled to a minimum entitlement of high quality professional development;
- the Welsh Assembly Government to develop proposals, in partnership with the Council and others, to introduce a teaching based professional qualification recognising excellence in the classroom;

Chapter 5

- the Welsh Assembly Government and schools to highlight CPD needs identification as an essential element of the performance management process;

- the Welsh Assembly Government and schools to provide opportunities for all Staff Development Officers and line managers to receive training to equip them to handle discussion relating to an individual's professional development needs;

- the Welsh Assembly Government and schools to recognise the increased demand for CPD opportunities that performance management will generate and to ensure sufficient resources are available to meet this need;
- the Council recommends the development of guidance for Staff Development Officers and line managers in performance management, to assist them in handling discussions on professional development. The Council would be willing to assume a role in working with partners to develop this guidance.

Chapter 6

- early agreement from the Welsh Assembly Government on the outline of a CPD framework and entitlement for teachers in Wales by June / July 2002;
- Welsh Assembly Government to introduce an entitlement to

individually focused CPD for all teachers, backed with sufficient resources by September 2003, with the proviso that an adequate system of administration and quality control must be introduced.

Chapter 7

- the Welsh Assembly Government to introduce an annual CPD entitlement for teachers in the form of an agreed sum of money, as set out in paragraph 56, which could be spent on relevant individually focused professional development;
- the Welsh Assembly Government to introduce a system for administering the entitlement that will allow teachers to “bank” the funding and use it later for a longer CPD activity;
- the Welsh Assembly Government to introduce an element of longer-term funding for schools to enable them to plan their CPD programme;
- the Welsh Assembly Government to refine the GEST funding mechanism to enable it to better fund CPD activities in support of local and national priorities;

Chapter 8

- further discussion on identifying possible methods of accrediting CPD;
- further discussion on the desirability of the Council developing a Code of Standards and Practice for CPD providers;
- further discussion on the introduction of a system for the accreditation of CPD providers;

Chapter 9

- encouragement and support is given to schools to develop partnerships and to make use of the expertise of their teachers in providing CPD opportunities;
- partnerships developed between schools, LEAs and HEIs on an inter-agency and inter-sector basis;
- discussion with the Welsh Assembly Government regarding developing funding mechanisms that encourage key sectors to collaborate;
- discussion with the Welsh Assembly Government regarding the setting up of a forum to steer the implementation of a national

CPD framework involving all interested partners, including representatives of LEA, diocesan authorities, teaching unions, ITET Institutions, other CPD providers, the Welsh Assembly Government, Estyn and the GTCW;

Chapter 10

- the Welsh Assembly Government to undertake a review of the Initial Teacher Education and Training sector which includes ways the sector can contribute to continuing teacher education;
- the Council should be invited to undertake discussions with the ITET Institutions with the view to the development of a comprehensive credit framework for teachers CPD.