



Cyngor Addysgu Cyffredinol Cymru  
General Teaching Council for Wales

# Professional Development Framework for Teachers in Wales

## Advice to the Welsh Assembly Government



July 2005

The General Teaching Council for Wales is the statutory, self-regulating professional body for teachers in Wales. It seeks to raise the status of teaching by maintaining and promoting the highest standards of professional practice and conduct in the interests of the general public. The Council aims to provide an independent, representative and authoritative voice for the teaching profession in Wales and seeks to provide robust advice to the Welsh Assembly Government and other organisations on teaching issues.

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# Executive Summary

## Introduction

- 1 | The Welsh Assembly Government has made significant improvements in the arrangements for the professional development of teachers in recent years. For example, a newly qualified teacher now benefits from a supported start to their career through the introduction of new arrangements for Induction and Early Professional Development. For those in Headship, there has been a concerted effort in Wales to raise standards of school leadership through the National Headship Development Programme. The Council is also pleased to administer a programme of individualised professional development for teachers on behalf of the Assembly on an annual basis.
- 2 | However, no profession can afford to stand still and the Assembly itself set out its intention in both *The Learning Country* and *Continuing Professional Development for Teachers - The Way Ahead* to develop a distinctive 'made in Wales' framework of continuing professional development for teachers in Wales.
- 3 | Following widespread acceptance of the principle of a Professional Development Framework for teachers in Wales, the Assembly invited the Council to take the lead, working with other partners in developing a Framework for teachers in Wales. The Council's remit to provide advice to the Assembly on such matters is set out in primary legislation, under the Teaching and Higher Education Act 1998, as amended by the Education Act 2002.
- 4 | This advice is the first of a series of three such documents to the Assembly over the next two years on this matter.

## Issues and challenges

- 5 | This advice document begins by exploring the key professional development issues and challenges which face the teaching profession in Wales both now and in the future. The Council concludes that:
  - there is currently no structured process to planning, co-ordinating, recognising or quality assuring professional development in a systematic way over the entirety of a teacher's career;
  - there is no structured mechanism for setting out the professional development opportunities, standards and differing career paths open to all teachers over the entirety of a teacher's career;
  - there is no coherent funding strategy which ensures that all teachers have access to the same CPD opportunities and have sufficient time to undertake such activities.
- 6 | As a result, the Council advises that there is no guarantee that the education service's greatest asset - the well-qualified, well-motivated teacher - will be supported in developing to his or her full potential.

## The way forward - recommendations

- 7 | Following full consultation with the teaching profession in Wales, the Council recommends that these limitations should be tackled by establishing a Professional Development Framework which is developed by addressing four main strands of work, all of which are inter-related:
- Career progression - professional milestones and standards
  - Professional development, recognition and accreditation
  - Recording of professional development and self-reflection
  - Quality assurance of providers
- 8 | The Council invites the Assembly to endorse this work programme at an early stage, in order that it can develop further specific advice to the Assembly on each of the four work strands over the next two years.

## Career progression and milestones

- 9 | Having made recommendations on the overall structure of a Professional Development Framework, the Council turns specifically towards the issue of the career progression of teachers (Work Strand 1).
- 10 | The Council recommends that progression through a teacher's career should be based upon professional 'milestones' and related standards, as opposed to other possible models, such as ones based on post descriptions or pay.

- 11 | **The Framework does not seek to deal with issues relating to teachers' pay, terms and conditions. The main objective of the Framework is to establish arrangements that ensure all teachers have opportunities for the best possible professional development. As such the Council considers its proposals to be advantageous to all teachers. However, the Council believes that it would be possible to establish a relationship between professional milestones and pay if that were considered desirable by others, but it would be for other bodies with responsibilities in these matters, such as teacher unions, to consider whether this should be discussed.**

## Five milestones with related professional standards

- 12 | The Council advises that there should be five milestones, three of which are already in place:
- Qualified Teacher Status (QTS)
  - Induction
  - Chartered Teacher
  - Middle Leader
  - Headship and Senior leader
- 13 | In suggesting new career milestones (Chartered Teacher and Middle Leader), **the Council is not attempting to place additional hurdles or barriers in teachers' way.** Rather, it is seeking to establish a clearer and more coherent structure to existing career and professional development arrangements.

## New milestones with related professional standards

### Chartered Teacher

- 14 | Many teachers wish to pursue a challenging career **within the classroom** and, in doing so, most certainly aspire to be excellent classroom teachers. The Council considers there to be a value in formalising this principle and establishing a professional milestone and a related set of professional standards, which focus on teachers' excellence in the classroom and pedagogic skills.
- 15 | There are already a number of pay standards/schemes which focus on classroom excellence and pedagogic skills, such as Threshold, Advanced Skills and the soon to be introduced Excellent Teacher Scheme. However, the Council recommends that these are not appropriate for inclusion in a Professional Development Framework, whose primary emphasis is the establishment of coherent career and professional development structures rather than about pay.

### Middle Leader

- 16 | The advice also highlights the scope and responsibilities of 'middle leaders' in schools in Wales and draws attention to the existence of a number of non-statutory standards at this level at present. The Council recommends the development of a new over-arching professional milestone and related set of standards which establish a common set of characteristics that offer clarity to teachers by underpinning all roles at the middle leader level.
- 17 | In recommending the two new milestones, the Council acknowledges that many teachers, particularly those in the primary sector, will both aspire to excellence in the classroom and have a range of middle leadership responsibilities at the same time. The two new milestones should, therefore, not be seen as mutually exclusive.

## Programmes of national professional development for 'Chartered Teacher' and 'Middle Leader'

- 18 | The Council is concerned that there are currently no national professional development arrangements for the vast majority of teachers who are not in their early years of teaching and do not aspire to headship or senior leader level in their careers.
- 19 | The Council recommends that this should be rectified by introducing a national programme of structured professional development for the professional milestones of Chartered Teacher and Middle Leader, which would offer an opportunity for such teachers to gain formal professional development, if they so choose. An example of such a programme is the 'Chartered Teacher Programme' in Scotland.
- 20 | Key characteristics of the programmes might include:
- the programmes would be optional rather than mandatory;
  - the programmes would be capable of being achieved through the completion of modules and/or through the use of APL or APEL;
  - the programmes would offer sufficient flexibility to enable an individual teacher to tailor it to their own specific needs. In particular, it should be applicable to the many teachers (particularly those in the primary sector) who aspire to excellence in the classroom but also perform a range of middle leadership duties. The Council envisages that this would be achieved by developing a range of modules which enabled teachers from different sectors or with differing experiences and backgrounds to select the modules most appropriate to them.
  - the programmes would be delivered locally.

## Professional recognition on completion of the 'Chartered Teacher' or 'Middle Leader' Programmes - 'Chartered Teacher Status'

- 21 | The Council recommends that those teachers who successfully complete the 'Chartered Teacher' or 'Middle Leader' programmes should receive professional recognition for their achievements, in order that their standing is recognised both within and outside the profession. This would bring parity with the existing milestones of QTS, Induction and Headship, which all offer professional recognition.
- 22 | The recognition should come in the form of the award of 'Chartered Teacher Status' which could include the use of post-nominal letters.

## Coherence in professional standards

- 23 | This section of the advice concludes by highlighting problems with the consistency, coherence and progression of the existing standards. In particular, the fact that they have been developed by different bodies, at different times and for different purposes.
- 24 | The Council recommends that the profession and the Assembly develops a position where each and every milestone has a set of standards developed under a common set of headings, so as to assist teachers in determining what is appropriate at different stages of their careers.

## Funding issues

- 25 | The advice concludes by highlighting issues in respect of the funding of teachers' professional development and the costs of establishing a Framework for teachers in Wales.
- 26 | The Council advocates that the Assembly makes a statement setting out a coherent funding strategy for teachers' professional development in Wales which addresses needs at three levels - the individual, the school and LEA/national. It also challenges the Assembly to set a target date by which all teachers would have an entitlement to individually-focused CPD.
- 27 | It calls on all local authorities, to commit local resources to the funding of teachers' CPD;

*Part A of this document sets out recommendations for the broad structure of a Professional Development Framework for teachers in Wales. Part B focuses specifically on the issue of how to accurately reflect the various stages and professional standards in a teacher's career, while acknowledging that teachers will take different paths (Work Strand 1). Part C addresses funding issues.*

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## Introduction

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- Background to this advice document
- Consultation with the teaching profession
- Context: Issues and challenges

# Introduction

## Chapter 1

### Background to this advice document

28 | This document presents advice to the Welsh Assembly Government on the establishment of a Professional Development Framework for teachers in Wales. It begins by making recommendations for the suggested overall structure of such a Framework. It proceeds by focusing specifically on the issue of how to accurately reflect the various stages and professional standards in a teacher's career, while acknowledging that teachers will have differing circumstances, aspirations and take differing career paths and decisions. It concludes by highlighting issues in respect of the funding of teachers' professional development and the costs of establishing a Framework for teachers in Wales.

29 | This advice is the first of a series of three such documents on the Framework to the Assembly over the next two years. Further advice (timetable at Annex B) will address other aspects of the Framework and will cover:

- how teachers might gain professional recognition and accreditation for their work or professional development;
- the formal recording of professional development activities;
- the quality assurance of professional development providers.

#### The Council's role in establishing a Professional Development Framework for teachers in Wales

30 | The General Teaching Council for Wales is the self-regulating professional body for teachers in Wales and was established under the Teaching and Higher Education Act 1998, as amended by the Education Act 2002. The principal work of the Council in respect of teachers' professional development, as set out in the 1998 Act include the following responsibilities:

**to advise the National Assembly for Wales and other designated bodies on the training, career development and performance management of teachers (paraphrase of Paragraph 2(2)(d));**

**at the request of the Welsh Assembly Government, to undertake activities designed to promote recruitment to the teaching profession and the Continuing Professional Development of teachers (paraphrase of Paragraph 9(2)).**

31 | In the paving document *The Learning Country*, the Welsh Assembly Government set out its intention to provide a distinctive 'made in Wales' framework of continuing professional development for teachers. The document stated that this framework should be evidence-based, locally supported and capable of commanding international recognition. It must provide opportunities for all teachers, at all stages in their career, from their first to their last teaching post.

32 | Following consultation with the teaching profession, the Council submitted a major piece of policy advice to the Welsh Assembly Government in April 2002 on Continuing Professional Development (CPD) in Wales entitled *Continuing Professional Development - An Entitlement for All*, which set out the principles upon which CPD in Wales might be based. In this document, the Council also outlined the need to establish a Professional Development Framework for teachers in Wales, which recognises the different stages in a teacher's career and links these to both associated professional standards and professional development.

33 | After consideration of the Council's advice, the Welsh Assembly Government issued a consultation of its own, entitled *Continuing Professional Development for Teachers - The Way Ahead* in May 2003, which accepted the

principles set out by the Council. This concurred with the Assembly's original statement in the *The Learning Country*, and advocated the establishment of a Professional Development Framework that 'builds on the newly developed induction standards and the Framework for Early Professional Development for years two and three of a teacher's career, in order to provide a basis for identifying the competencies and expectations of teachers as they progress through their careers. That progression may ultimately lead into senior leadership, but should also recognise and celebrate the achievement of best practice in the classroom'.

- 34 | Following widespread acceptance of the concept of a Professional Development Framework for teachers in Wales, the Assembly subsequently invited the Council to take the lead, working with other partners, to develop a Framework for teachers in Wales.

### Developing the advice - consultation with the teaching profession

- 35 | To develop thinking on the Framework, the Council established a Task Group made up of representatives from the teaching profession, teacher unions, the initial teacher education and training sector, LEAs, Estyn and the Assembly.
- 36 | The Task Group met between September 2003 and December 2004 and its work culminated in the development of a consultation document entitled *Consultation on Professional Milestones and Standards (Strand 1)*.
- 37 | This consultation document was issued to all teachers, teacher unions, LEAs, Diocesan Authorities, ITET institutions and others between January and April 2005 and sought to gain views on the overall structure of a Framework and the shape of Strand 1 in particular. Over 1,000 individual teachers and

25 organisations responded. A report summarising the consultation responses has been published and is available from the Council's website: [www.gtcw.org.uk](http://www.gtcw.org.uk).

- 38 | Alongside the consultation document, the Council has sought to gather views and receive feedback on the Framework in a number of other ways.

This has included:

- the Council organised two regional conferences in Cardiff and Mold in March 2005. These offered an opportunity for delegates to receive information about the Framework and to hear 'contexts' from both within the teaching profession and from other professions. Valuable qualitative information was gathered through workshop sessions to inform this advice;
- meetings have been held with teacher unions and associations in Wales to outline the Council's proposals and to receive feedback;
- the Council has taken up a number of invitations to present details about the Framework to a range of audiences, for example the IPDA Wales Conference, the Wales Education 2005 Conference, the Wales Education Convention and the National Headship Development Programme (NHDP) National Consultation Conference;
- the Council has undertaken a number of activities aimed at publicising the Framework and stimulating discussion and debate. For example:
  - a number of press releases on the Framework were issued during the consultation period;
  - detailed coverage of the Framework was given in the Council's professional journal *Teaching Wales*;

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- a dedicated 'Framework consultation' section was developed on the Council's website, and carried helpful information over and above the consultation document itself.

39 | In addition, the Council has undertaken a significant amount of investigative work in understanding both current arrangements and future plans in the following areas:

- perspectives on pay, terms and conditions in Wales and England, including statutory deliberations of the Statutory Teachers Review Body (STRB) and the Rewards Incentives Group (RIG);
- professional development structures and frameworks in the teaching profession in other countries. For example, the Council commissioned a study in 2002 entitled *Continuing Professional Development - International and Professional Contexts*;
- professional development structures and frameworks in other professions.

40 | This extensive level of consultation and investigation builds on previous work in the advice document *Continuing Professional Development - An Entitlement for All* to the Assembly in 2002 and responds to the intentions of the Assembly in *Continuing Professional Development for Teachers - The Way Ahead* (May 2003).

# Chapter 2

## Context: Issues and challenges

41 | Under the current arrangements for teachers in Wales, there are a number of issues and challenges facing the profession in respect of professional development. These matters provide the reasons for the need to establish a Professional Development Framework.

### Lack of clarity in career steps and progression (milestones)

42 | In the early stages of a teacher's career, the progress a teacher is expected to make is very clear. In order to undertake the 'specified work' of a teacher, he or she must gain Qualified Teacher Status (QTS), then once in post, complete a statutory Induction year within a specified period in order to remain a registered teacher. A structured programme of Early Professional Development (EPD) follows.

43 | Thereafter, the position is less clear. Some teachers may aspire to leadership positions such as head of year, subject leader, Key Stage leader or Headship, while others will not take such routes, but wish to ensure that they continue to demonstrate excellence in the classroom.

44 | **What teachers do not have is the benefit of a structure or Framework, which helps them to plan their careers by clearly setting out the key professional 'milestones' or the differing career paths and options open to them as they move through their careers.**

45 | In this document, we refer to 'milestones' as being the key steps where national standards summarise professional expectations. Clearly, there will be a very large number of responsibilities in a school, but all such duties should be able to relate to the key 'milestones' in a national professional framework.

### Ambiguity in professional standards

46 | In progressing through the career 'milestones' of QTS and Induction, teachers are required to meet a large number of specific professional standards, which are directly linked to these milestones. Similarly professional standards exist at other stages of a teacher's career, for example, Headship.

47 | However, a number of difficulties prevail. The existing milestones and related standards have been developed largely in isolation by different organisations (the Assembly, Department for Education and Skills and the Teacher Training Agency (now the Training and Development Agency for Schools)), at different times, and not all have a statutory status. This has meant that there is a lack of progression and coherence between standards. For example, as shown at Annex C, the headings used to group each of the standards are inconsistent between milestones. Also, there are instances where some standards for one milestone actually appear less stretching than those for another milestone, while the contrary would be expected. (Details of the existing milestones and the headings under which the various standards are currently grouped are provided in Annex C. The number of professional standards for each milestone is significant, therefore, the summary headings only have been provided).

48 | Such inconsistencies make it difficult for teachers to clearly understand what professional standards are expected of them at various stages of their careers and how they should develop as they progress through their careers.

49 | The situation is exacerbated because new or revised standards continue to be discussed, consulted upon or established in apparent isolation from those already in place.

For example, following consultation, revised Headship standards have recently been introduced, which have again been developed using ‘non-standard’ headings and are significantly different both to those in England and those previously in place in Wales. An Assembly consultation in 2004 advocated the creation of new standards for teachers of the visually and hearing-impaired and revisions to the QTS standards are planned in 2006. Also, the Department for Education and Skills has recently agreed plans for the establishment of an ‘Excellent Teacher Scheme’ as part of pay negotiations with employers and teacher unions.

### Lack of clarity in the professional development opportunities open to teachers

- 50 | Teachers have opportunities to undertake a broad range of further professional development activities. Much of this activity is driven through the Performance Management process now embedded in schools, and funding for these activities may come from a range of sources, including the Better Schools Fund, the school budget or the GTCW Continuing Professional Development Funding Programme.
- 51 | Indeed, with its emphasis on developing a ‘made in Wales’ approach to education, the Assembly has made a number of inroads in respect of professional development, for example, the establishment of two years of EPD for newly qualified teachers and the creation of a permanent funding stream for individually-focused CPD through the GTCW administered programme.
- 52 | Examples of these CPD activities are numerous and include:
- **formal and centrally-organised CPD.** For example, all Newly Qualified Teachers are required to complete programmes of

Induction and Early Professional Development (EPD). Support is also provided for headteachers through the National Professional Qualification for Headship (NPQH) and heads who take up their first headship post, through the Professional Headship Induction Programme (PHIP);

- **professional development activities specifically organised by a particular school or LEA.** This might include in-service training courses or support in schools, often through the use of specialist advisory teachers;
  - **individually-focused CPD, under which activities are vast in number and extremely varied.** These range from activities which are accredited such as a higher degree course to less formal learning such as a visit to a local school or familiarisation with a new software package. Activities cover those identified both through the performance management process and those initiated by the teacher on a personal basis;
- 53 | The range of professional development opportunities open to teachers in Wales is considerable. However, some teachers’ CPD experiences continue to be fairly random because there is a lack of clarity as to what opportunities are actually available, and what professional development options might be most appropriate at a particular stage of a teacher’s career.

### Equality of opportunity and appropriate levels of funding

- 54 | Teachers do not always enjoy the same access to professional development opportunities. Disparities often exist depending upon factors such as:

- the degree of CPD support and provision in LEAs;
- the commitment demonstrated by individual schools in developing teachers;
- sufficient and consistent funding for CPD.

55 | There is a need to ensure that such disparities do not act as barriers to the professional development of any individual teacher or the profession as a whole.

56 | The Council considers the issue of funding to be a particular concern. In its advice document *Continuing Professional Development: An Entitlement for All* (2002), the Council stated that there was a need to ensure appropriate funding strategies at three levels:

- individually-focused CPD
- school-focused CPD
- LEA/nationally-focused CPD

57 | While some of the Council's 2002 recommendations, such as the establishment of an individually-focused CPD funding programme on a permanent basis, have been implemented, others have not been fully implemented. The focus of the Assembly's funding has also shifted. The GEST programme has been replaced with the Better Schools Fund (BSF), which is for time-limited training and development, through LEAs. What is not as clear as it might be is the identification of funding for ongoing school professional development priorities. The Assembly Government has said that this is included in the unhypothecated revenue support settlement to LEAs.

58 | There is a clear need to ensure that teachers' professional development, in all its 'guises', is adequately funded, thus ensuring equality of access for all teachers in Wales. It is also essential that there is clarity about the routes through which CPD at the three levels is funded.

### Limited opportunity for teachers to have their professional achievements recognised

59 | Some of the milestones in a teacher's career have professional and/or academic accreditation attached, while others do not. For example, the award of QTS and NPQH offer both academic and professional accreditation. Others, such as the pay standards of Threshold, Advanced Skills Teacher and the soon to be established Excellent Teacher Scheme offer neither.

60 | It is important that teachers have clear and consistent opportunities to gain credit for their work, whether this be professionally, academically or both. This is a more familiar concept in other professions and in the teaching profession in other countries. In Scotland, for example, teachers may achieve Chartered Teacher Status, a milestone which is professionally recognised and may be used towards gaining academic accreditation. Similar arrangements exist in many other professions.

61 | Much more needs to be done to develop opportunities for teachers to gain formal recognition for their work through Accredited Prior Learning (APL) or Accredited Prior Experiential Learning (APEL).

### No systematic approach to recording and reflecting upon professional development

62 | A number of systems already exist to record the professional development activities of teachers or to record the fact that they have met a particular career milestone and its related standards. For example, new teachers will have a Career Entry and Development Profile, all teachers will have performance management records and an increasing number keep their own CPD portfolios. Certain details are held on the Register of Qualified Teachers maintained by the Council.

63 | However, not all professional development is recorded in a systematic way or for the entirety of a teacher's career. When teachers leave one school and join another, many records do not go with them.

64 | In addition, there are no common guidelines which encourage teachers to routinely reflect on the professional development they undertake within the performance management framework.

65 | There is merit and potential for the development of more centralised recording arrangements for teachers' professional development activities and guidance to assist teachers in regularly reflecting on their professional development needs and activities. These initiatives would in turn assist teachers, employers and providers of CPD in career planning and progression.

### No guarantee as to the quality of CPD provision

66 | While many CPD activities are informal in nature and much mentoring takes place in a school setting, nevertheless, it is still the case that there is no guarantee that all professional development provision will be of an appropriate quality and will result in an outcome which provides a tangible benefit to a teacher, school and ultimately pupil achievement.

67 | Greater consistency is needed between providers and it would be beneficial, where it is practical, to develop a position where providers of professional development activities are quality assured in order that all teachers in Wales have access to the highest quality training and professional development possible and that value for money is achieved on all occasions. For example, the Council suggested in its advice document *CPD: An Entitlement For All* that there was a need to

discuss further the idea of a Register of Providers and a Code of Practice for providers.

### Local approaches

68 | Due to the absence of a structured Framework, which links the progress a teacher might make during their career to professional development and professional standards, a number of piecemeal approaches are emerging. For example, professional development initiatives have recently been developed in Physical Education nationally in Wales and across the board at a local level by one or more Local Education Authorities. While such initiatives are to be welcomed, a co-ordinated approach for the profession in Wales as a whole would be far more preferable.

### Developments in other professions and other countries - a culture of professional improvement

69 | There is an increasing momentum, both in the teaching profession in other countries and in other professions, advocating the importance of continuing professional development. This culture is being driven by the view that no profession should stand still, and continuing professional development is essential if standards are to be at least maintained and ultimately improved.

70 | In Scotland, a Framework for teachers' CPD has been in place since 2002 and all teachers are now contractually required to complete a minimum of 35 hours of CPD per year in their own time. Following an invitation by the Department for Education in Northern Ireland (DENI), GTC Northern Ireland has recently submitted formal advice on teacher competencies and CPD, including recommendations for a formal Framework and the establishment of both Chartered Teacher

and Advanced Chartered Teacher Status. In England, responsibility for professional development has recently been passed to the newly constituted Training and Development Agency for Schools (formerly the Teacher Training Agency). Further afield, a Professional Development Framework for teachers in New South Wales is already in place.

- 71 | Most other professions have identified the importance of CPD and embraced it as a necessary and essential requirement of a career within a particular profession. A study commissioned by the Council in 2002, entitled *Continuing Professional Development - International and Professional Contexts* provides details of progress and initiatives in a number of other professions.
- 72 | Whilst developments in teaching in Wales stand up well in relation to developments in teaching in other countries of the UK, teaching in Wales is not as well advanced when compared to other professions in this area.

## Summary

- 73 | In summary, despite the increasing number of professional development activities, the implementation of performance management and the increasing number of standards which teachers either must or might achieve, the following issues prevail:
- (a) there is currently no structured process to planning, co-ordinating, recognising or quality assuring professional development in a systematic way over the entirety of a teacher's career;
  - (b) there is no structured mechanism for setting out the professional development opportunities, standards and differing career paths open to all teachers over the entirety of a teacher's career;

- (c) there is no central funding strategy which ensures that all teachers have access to the same CPD opportunities and have sufficient time to undertake such activities.

As a result, there is no guarantee that the education service's greatest asset - the well-qualified, well-motivated teacher - will be supported in developing to his or her full potential.

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## Part A - The Professional Development Framework

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- Aims, objectives and benefits
- Structure of the Framework
- Implementation issues

## Chapter 3

# The purpose of a Professional Development Framework, its aims, objectives and benefits for teachers in Wales

74 | Feedback from the Council's recent consultations clearly acknowledged the need to specifically address the particular issues and challenges set out in Chapter 2. Our consultations further confirmed the view that there is a need for the teaching profession in Wales to follow developments in other professions and in the teaching profession in some other countries by embracing a philosophy of teachers undertaking continuing professional development.

75 | However, the Council believes that these matters should not be tackled in a piecemeal or ad-hoc way, but are best resolved by developing clear structures and systems over a period of time, which in turn address each of the areas described in Chapter 2.

76 | Building on the issues and challenges highlighted in Chapter 2, the Council sought, through its consultations to gain a consensus from the profession as to what objectives a 'Framework' for the Professional Development of teachers should seek to achieve. Based on the views received, the Council, therefore recommends that a Professional Development Framework for teachers should have the following objectives. These objectives confirm the Assembly/GTCW remit for the work of the Professional Development Task Group.

- to support teachers' career-long development by establishing a Framework which helps guarantee equality of opportunity for all teachers in Wales, regardless of demographic factors;

in order to:

- raise standards of teaching and learning and standards of pupil achievement;
- raise the standing and status of the teaching profession in order to attract new entrants and retain them by providing a fulfilling and satisfying career for teachers.

Specific objectives:

- to clearly define the differing career paths in a teaching career, together with the associated professional standards, thus helping to identify appropriate professional development opportunities and/or responsibilities. This will act as a practical tool to teachers and team leaders in planning their careers and future development needs;
- to support an environment which actively encourages teachers to reflect upon their professional development and careers and to forward plan in these areas;
- to establish clear opportunities for teachers to gain professional recognition/accreditation for their work and professional development, if they so choose;
- to help providers of professional development to plan, deliver and monitor high-quality and relevant provision, which meets the needs of individual teachers and the teaching profession as a whole;
- to promote the spread of good practice and the development of the teaching profession.

### A Professional Development Framework - Objectives

Core objectives:

- to embed professional development as an entitlement and a responsibility for those who pursue a career in teaching;

## Recommendations:

The Council recommends that:

- a Professional Development Framework be established for all teachers in Wales, that ensures that each and every individual teacher is supported in developing to their full potential to ensure that teaching continues to be of a high quality and education standards continue to improve;
- a Professional Development Framework should aim to address the following issues and challenges:
  - the lack of clarity in career steps and progression for teachers (professional milestones);
  - the ambiguity and lack of coherence in respect of professional standards;
  - the lack of clarity and equality in the professional development opportunities open to teachers in Wales;
  - the limited opportunities for teachers to have their professional achievements recognised;
  - the lack of a systematic approach to the recording and self-reflection of teachers' professional development;
  - disparities in the quality of CPD provision for teachers across Wales;
  - to draw together the increasing number of local approaches to professional development for teachers in Wales into a clear and consistent structure.

# Chapter 4

## Creating and implementing a Professional Development Framework

77 | In meeting the objectives set out in Chapter 3, the Council recommends that a Framework should be introduced by addressing four main strands of work, all of which are inter-related. Each of the four strands of the Framework received strong support in the formal consultations undertaken by the Council.

### Strand 1: Career Progression - professional milestones and standards

78 | The first strand should provide a clear presentation of the significant professional stages, which a teacher might go through as he or she progresses through his or her career. In setting out this perspective, it is essential for the Framework to recognise that:

- all teachers are now required to undertake certain professional development activities and meet certain standards, namely to gain Qualified Teacher Status (QTS), complete a statutory Induction period and undertake two further years of EPD. New headteachers also now have professional standards which must be met before they can be appointed;
- thereafter, teachers will have differing aspirations and take differing career paths. For example, some will aspire to excellence in the classroom while others might aspire to be middle leaders (subject leaders, heads of department, Key Stage leaders, SENCOs) or senior leaders (Headteachers, Deputy Headteachers, Assistant Headteachers);
- teachers will have differing personal circumstances.

79 | Part B of this document sets out the Council's advice on career progression.

### Strand 2: Professional development, recognition and accreditation

80 | The second strand of the Framework should complement the first by setting out:

- the professional development activities, which a teacher must or might undertake relative to any milestone and its related standards as they progress through their career;
- how teachers might gain professional and/or academic recognition and accreditation for their work and/or their professional development as they progress through their teaching career, if they so choose. However, in doing so, the Council acknowledges that not all teachers will necessarily wish to receive formal recognition or accreditation for their achievements.

81 | Some such arrangements are already in place. For example, meeting the Standard for Headship provides evidence that a person has met specific national professional standards, leads to a professional qualification (NPQH) and may be used as credit towards a Masters degree at certain Higher Education Institutions. However, at other stages of a teacher's career, such linkages between a teacher's work, their professional development and accreditation are clearly lacking. This is particularly true where CPD activities are informal or individually-focused activities. Opportunities for APL or APEL will need to be further explored as part of the development of this strand of work.

### Strand 3: Recording and Self Reflection

82 | The third strand of the Framework is an extension of Strands 1 and 2. Having established a clear career structure for the profession which links the professional milestones and related professional standards

with professional development activities, there is a need to capture and record these matters. Strand 3 should, therefore, aim to establish a means of recording a teacher's progression through their career, in relation to the completion of professional 'milestones' and relevant professional development activities. This might involve the establishment of a professional development portfolio which records activity from the Career Entry and Development Profile onwards and offers better linkage to a teacher's record on the Register of Qualified Teachers.

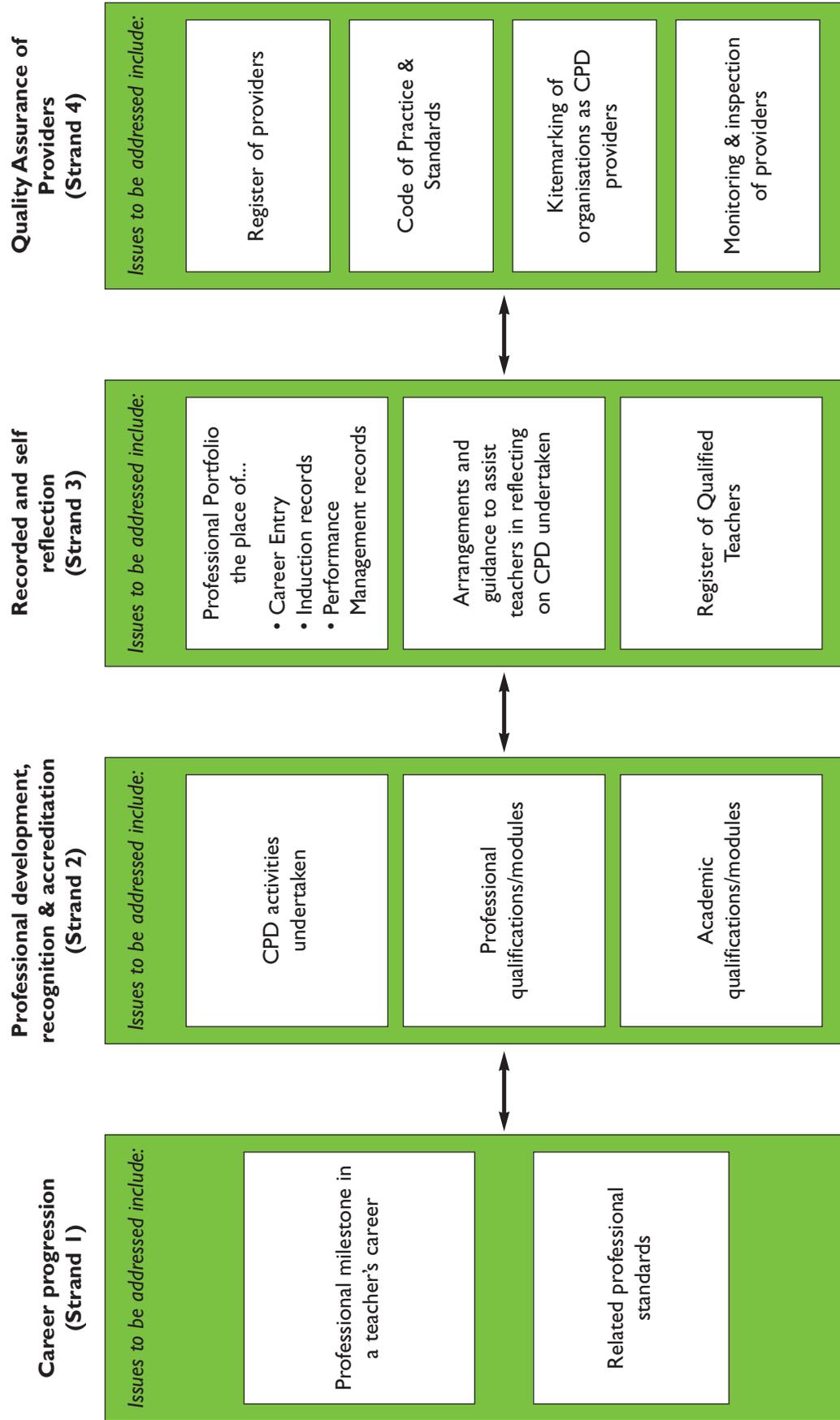
- 83 | This aspect of the Framework should be designed to assist teachers in routinely reflecting on the professional development they have undertaken and their future needs and aspirations.
- 84 | Such processes should be natural products of the performance management system and CPD rather than imposing any extra burdens on teachers.

#### Strand 4: Quality Assurance of Providers

- 85 | Finally, at present, there is no guarantee that all professional development activities are of an appropriate quality and will result in an outcome which provides a tangible benefit to a teacher, school and ultimately to pupil achievement.
- 86 | It would be beneficial to develop a position where providers of professional development activities are quality assured in order that all teachers in Wales have access to the highest quality training and professional development possible and that value for money is achieved on all occasions. To achieve this, further discussions with LEAs and other providers of CPD are needed with a view to establishing a Register of Providers, a Code of Standards and Practice and possible 'kitemarking' arrangements for schools and providers.

- 87 | In establishing such arrangements, it is acknowledged that professional development activities are extremely broad and often informal in nature. For example, LEA advisers and teacher mentors in schools regularly provide significant professional development support at a local level. Such complexities will need to be considered carefully in developing this aspect of the Framework.
- 88 | The following diagram summarises the four strands of work in developing a Professional Development Framework.

# Professional Development Framework - Proposed Strands of Work



### Implementation issues

89 | In making the recommendations above for the structure of a Professional Development Framework, the Council wishes to highlight the following points which are considered important in implementing such arrangements.

### Timing - the need for extensive development and consultation

90 | The Council advises that it would be unwise to attempt to introduce any of the work strands above quickly or without detailed development and consultation with the teaching profession. For this reason, the Council intends to bring forward advice to the Assembly on each of the four work strands over a two-year period, as shown in the timetable at Annex B.

91 | However, the Council invites the Assembly to accept the recommendations made above in respect of the broad structure of a Professional Development Framework at an early stage. This will assist the Council by providing a firm basis for it to develop each of the four work strands, continuing to work with its partners.

### Professional development, not linked to pay

92 | The Council wishes to make clear that it believes the key underpinning principle of a Framework is to provide a structure or basis for teachers to continually reflect on their practice, receive the best professional development possible and for this to have a positive impact in terms of pupil improvement. As such, the Council considers that its proposals will be advantageous to all teachers. This view is consistent with that of the General Teaching Councils in Northern Ireland and Scotland in taking forward similar work.

93 | The Council advises that this should be achieved without any direct impact on teachers' existing pay, terms and conditions. The Council believes however, that it would be possible to establish a relationship with pay, if this was considered desirable by others. However, the Council's remit does not extend to such matters and it would be for other bodies, such as teacher unions to consider whether relationships between continuing professional development and pay should be discussed. This is explored further in Chapter 5 and Annex F.

### Developments in England

94 | The Secretary of State for Education and Skills has given responsibility for the professional development of teachers to the Training and Development Agency for Schools (TDAS). This responsibility does not extend to Wales.

95 | In developing this area in England, the Council envisages that the TDAS is likely to consider similar issues and challenges to those tackled by the Council in providing advice to the Assembly. The timescales for such development work in England is likely to lag some years behind developments in Wales.

96 | The Council wishes to emphasise that the establishment of a Professional Development Framework for teachers in Wales should not be constrained by the timescales for any structures or initiatives for teachers in England. This is particularly important given the strides being made in other countries and professions in this regard.

97 | However, the Council recommends that structures in other professions and countries are monitored closely and arrangements established for teachers in Wales are refined over the coming years to take advantage of best practice.

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## Recommendations:

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The Council recommends that:

- a Professional Development Framework should be structured by addressing four inter-related work strands, namely:
  - Career progression - professional milestones and standards
  - Professional development, recognition and accreditation
  - Recording and self-reflection
  - Quality assurance of providers
- the Assembly endorses the Council's recommendation in respect of the broad structure of a Professional Development Framework at an early stage to assist the Council by providing a firm basis for it to develop each of the four work strands;
- once in place, the Council takes the lead in reviewing and updating the Framework as appropriate, to ensure that it evolves, taking account of new and best practice in other professions and other countries.

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## Part B – Career Progression - Professional Milestones and Standards (Strand I)

- Basis of first strand
- The proposed milestones
- A new milestone for Chartered Teacher
- A new milestone for Middle Leaders
- Standards within each milestone

# Chapter 5

## The basis of the first strand of the Framework

98 | Having made recommendations in Part A of this document on the broad structure of a Professional Development Framework, this section now turns specifically to Work Strand 1 and the issue of career progression.

99 | Central to the Council's advice on this strand of the Framework is the concern raised in Chapter 2 that at present, teachers do not have the benefit of a structure which helps them to plan their careers by clearly setting out the differing career paths and options open to them as they move through their careers.

100 | This chapter seeks to address this lack of clarity by making recommendations for a clear presentation of the significant professional stages, which the profession agrees a teacher might go through as he or she progresses through his or her career.

### Possible models

101 | developing advice on this matter, the Council explored a number of possible ways of setting out progression in a teacher's career, for example:

- progression based on post descriptions;
- progression based on pay;
- progression based on the concept of leadership;
- progression which clearly identifies the key professional steps in a career in teaching.

102 | Each of these options is described briefly below.

### A model based on post descriptions

103 | There are a wide range of responsibilities and posts that exist in schools in Wales, across the primary, secondary and special education

sectors. These responsibilities or posts are not defined in a consistent manner between schools or phases and tend to change on a frequent basis.

104 | A Framework which attempted to draw together all such responsibilities and posts would prove difficult and would not form a firm basis for planning a career in teaching.

### A pay-driven model

105 | Another option was to simply set out progression through a teachers' career, based on the pay arrangements in Wales and England, ranging from the main pay scales for classroom teachers, upper pay scales, additional allowances and pay scales for the leadership group.

106 | This approach had the benefit of being straightforward, however, there were significant issues to resolve in attempting to develop any relationships between professional development activities and progression through the pay scales. Not least, pay terms and conditions are not devolved to the Welsh Assembly Government, but are the responsibility of the Secretary of State for Education and Skills.

107 | There was also concern that the pay framework and its component elements have been significantly changed and altered over the years and are continuing to do so. This would not form a firm basis for planning a career or a Professional Development Framework. Further detail is provided in Annex F.

108 | The Council believes however, that it would be possible to establish a relationship between professional milestones and pay if that was considered desirable by others. The main objective of the Framework is to establish arrangements that ensure all teachers have opportunities for the best possible continuing professional development. As such the Council considers that its proposals will be

advantageous to all. The Council considers that it is for other bodies, such as teacher unions to consider whether any relationships between continuing professional development and pay should be discussed.

### A leadership-led model

- 109| An interesting alternative was the concept of a model based on 'leadership'. This approach was borne out of the fact that all teachers have a leadership element to their work. However, the biggest issue was whether all of the duties and responsibilities required of a teacher could be accurately reflected in a 'leadership-led' model.
- 110| The Council concluded that it was more practical for the 'leadership' element of teachers' work to constitute one or more components of each of the milestones rather than being the basis for the entire Framework.

### A model based on professional milestones and related standards

- 111| Following development work by the Professional Development Task Group and consultation with the profession, it is recommended that the most appropriate model is one which reflects the various professional 'milestones', which teachers would need to reach as they progress through their careers, together with the inherent professional standards associated with these 'milestones'. A Framework designed around professional milestones and standards received widespread support in the Council's consultations.
- 112| A Framework designed around professional milestones and standards seems particularly appropriate, given that:
- all teachers in Wales are already required to gain Qualified Teacher Status (QTS), complete a statutory Induction period and

undertake two further years of Early Professional Development. Also, the National Professional Qualification for Headship (NPQH) will be mandatory for new headteachers from September 2005;

- it has the benefit of not affecting pay, terms and conditions, since existing pay arrangements are already established on this basis;
  - the achievement of milestones in the Framework need not be time-related.
- 113| **However, in making such a proposal, the Council is conscious that the introduction of a new term such as 'professional milestone' has the potential to be misconstrued and strongly emphasises that the professional milestones and related standards should not be seen as hurdles or barriers for a teacher to overcome, but are a means of:**
- helping teachers to choose particular optional career paths;
  - setting out the professional standards which apply at certain stages of a teacher's career;
  - helping teachers to identify the many optional professional development opportunities at particular stages of their careers and to have these professionally recognised;
- 114| Subsequent chapters consider the professional milestones and standards in more detail.

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## Recommendations:

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The Council recommends that:

- the first strand of a Professional Development Framework be based around the main 'professional milestones' within a teacher's career, together with the inherent 'professional standards' associated with these milestones;
- the professional milestones and related standards should not be seen as hurdles for a teacher to overcome, but as a means of
  - helping teachers to choose particular optional career paths;
  - setting out the professional standards which apply at certain stages of a teacher's career;
  - helping teachers to identify appropriate professional development opportunities at particular stages of their careers and to have these professionally recognised.

# Chapter 6

## The proposed professional milestones

115| In this and subsequent chapters, we emphasise that ‘milestones’ are referred to as the key steps where national standards should summarise professional expectations. Clearly, there are a large and diverse number of responsibilities and posts within schools, but all such responsibilities and posts should be able to relate to the key milestones in a national professional development framework.

### What are the five milestones?

116| The Council recommends that the Professional Development Framework should be based around five milestones. Three of these (Qualified Teacher Status, Induction and Headship & Senior Leader) are already statutory and have professional standards linked to them. The other two (Chartered Teacher and Middle Leader) do not yet exist, but would provide optional development routes in a career in teaching for the vast majority of the profession.

117| Each of these proposed milestones is described briefly below:

### ‘Compulsory’ milestones

- **Milestone: Qualified Teacher Status (QTS)**

118| In order to undertake the ‘specified work’ of a teacher, a person must meet the standards for Qualified Teacher Status, either by completing a programme of initial teacher education and training or through an employment based training route, such as the Graduate Teacher Programme. The QTS standard is well established and is statutory.

- **Milestone: Induction**

119| All Newly Qualified Teachers must meet the end of Induction standard within a specified period in order to remain a registered teacher.

The End of Induction standard was introduced in 2003 and is statutory.

- **Milestone: Headship and Senior Leader**

120| From September 2005, it will be a mandatory requirement for all newly-appointed headteachers to have met the Headship standard and hold the National Professional Qualification for Headship (NPQH). Many in the leadership group are frequently required to cover aspects of the headteacher’s role or, on occasions, act up to headteacher. We are of the firm view that the knowledge and skills needed by senior leaders are the same as those required of headteachers. For this reason, we explicitly widen the definition of the professional standard for headship to include deputy and assistant heads in the same milestone for the purpose of a career Framework for the whole profession.

### ‘Opportunity’ milestones

- **Milestone: Chartered Teacher**

121| Many teachers do not have middle or senior leadership aspirations, but most certainly aspire to excellence in the classroom. The Council is proposing that there should be a new milestone which recognises the fact that many teachers remain in the classroom, named ‘Chartered Teacher’. This professional milestone and the related professional standards do not currently exist and would need to be developed. Further discussion is set out in Chapter 7.

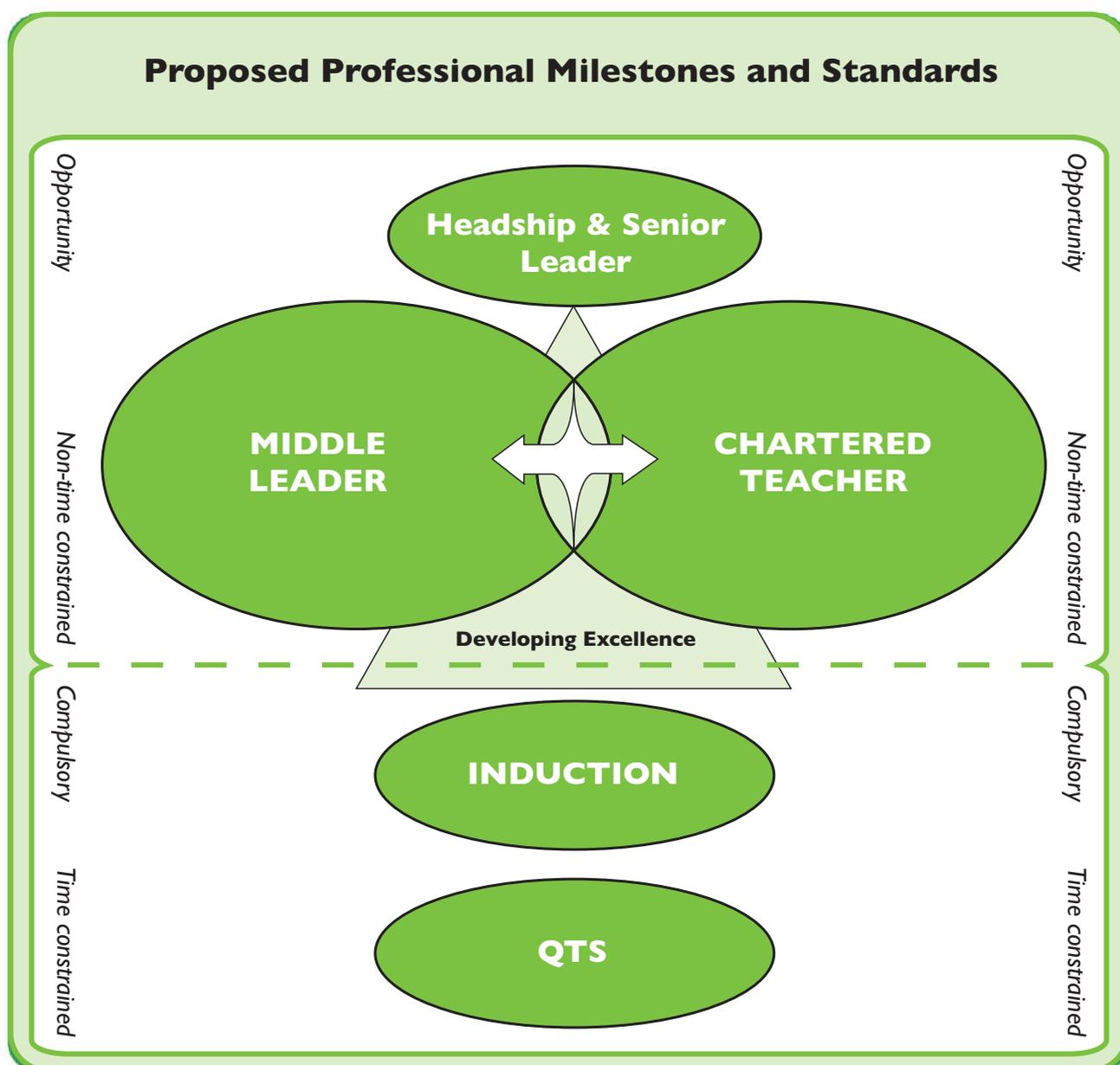
- **Milestone: Middle Leader**

122| Many teachers currently work at ‘middle leadership level’. We define this term broadly to include a range of posts or responsibilities which currently exist such as Heads of Year, Subject leaders, Key Stage leaders and SENCO.

123| Non-statutory standards for subject leaders and SENCO were developed by the Teacher Training Agency (TTA) in 1998. However, standards, statutory or non-statutory, do not currently exist for other posts or responsibilities and there is a need to establish a broad set of professional standards which set out professional activity and development for all responsibilities and posts at middle leader level.

124| A milestone and associated standards do not yet exist for middle leader and would need to be developed. Further discussion is set out in Chapter 8.

125| The five milestones are illustrated below.



### The five proposed milestones as a basis for career progression

- 126| The five proposed milestones for a Professional Development Framework are intended to set out the main steps in a teacher's career in the broadest sense. This structure has the benefit of not only being easy to understand, but also enables teachers to establish a link between the professional milestones and posts/responsibilities or pay if they so wish.
- 127| The five proposed milestones and their inter-relationships received very high levels of support in the Council's consultation exercises.
- 128| However, in recommending the five milestones, the Council would wish to emphasise the following points:

#### Clarity and coherence, not hurdles and barriers

- 129| The Council re-iterates its message in Chapter 5 that it does not wish to place hurdles or barriers in teachers' way. It is seeking to establish a clearer and more coherent structure to existing career and professional development arrangements. This will be beneficial to all teachers.

#### The two new milestones should not be seen as mutually exclusive

- 130| The Council has received considerable feedback from teachers during its consultations, which confirms that many teachers, particularly at primary level, can be working at or aspiring to both these milestones concurrently. For example, alongside their classroom teaching, the majority of primary teachers have some whole school middle leadership

responsibilities, for example, for a subject or subjects.

- 131| Following consultation, the Council considered conflating Middle Leader and Chartered Teacher into one milestone, but concluded that this did not give appropriate emphasis to valuing the classroom teacher who did not have middle leadership responsibilities.
- 132| The Council, therefore, emphasises that the two new proposed milestones of Middle Leader and Chartered Teacher should not be seen as mutually exclusive.
- 133| We explore the two new proposed milestones and the attendant professional recognition issues in Chapters 7 and 8.

#### Developing excellence

- 134| The Council received much feedback from teachers which indicated that the profession was eager to demonstrate that all teachers should be on a path to developing excellent professional practice. As such, the Council establishes this as an underlying principle as set out in the diagram presented on the previous page.

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## Recommendations:

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The Council recommends that:

- the first strand of a Professional Development Framework be based around five milestones, with related professional standards, namely:
  - Qualified Teacher Status (QTS)
  - Induction
  - Middle Leader
  - Chartered Teacher
  - Headship & Senior Leader
- the Middle Leader and Chartered Teacher milestones should not be mutually exclusive and there is a clear recognition that a teacher, particularly in the primary sector, can be working at or aspiring to more than one milestone at the same time.

# Chapter 7

## A new milestone for Chartered Teacher

135| The Council is recommending that a Professional Development Framework for teachers should include a new professional milestone and related set of standards entitled 'Chartered Teacher'. This specific recommendation received a strong level of support in the Council's consultations.

136| In making such a recommendation, there are three key issues that need to be addressed:

- the need to define the milestone itself, the principles upon which it should be based and the related professional standards;
- the need to establish an accompanying programme of professional development for teachers aspiring to or already working at the level of the new milestone. This is important in order to bring it into line with the existing milestones of QTS, Induction and Headship;
- the need to ensure that the accompanying programme of professional development offers professional accreditation and recognition, like the existing milestones of QTS, Induction and Headship.

137| This chapter explores these three matters in more detail.

### The milestone - underlying principles

138| From the Council's consultations and investigation, it is clear that many teachers wish to pursue a challenging career within the classroom and, in doing so, most certainly aspire to be first rate classroom teachers. Given the strength of opinion on this matter, the Council considers there to be a value in formalising this principle and establishing a professional milestone and a related set of professional standards, which focus on teachers' excellence in the classroom and their pedagogic skills.

139| The Council sees that the milestone should have the following main characteristics:

- it should focus on teachers' excellence in the classroom and pedagogic skills;
- it should denote the level of professional accomplishment and structured professional development classroom teachers might seek to achieve, beyond QTS and Induction;
- it should not be mutually exclusive of other milestones such as Middle Leader. The Council wishes to re-iterate its comments of Chapter 6 that its consultations with teachers have highlighted that many teachers (primarily those in the primary sector) aspire to excellence in the classroom, but also perform a range of middle leadership duties;
- it should be owned by the profession, through the Council.

140| The Council will not attempt to develop the Chartered Teacher milestone and its related professional standards here. Rather, the Council proposes to begin the development work during the course of the current financial year in full consultation with the profession.

## Recommendations:

The Council recommends that:

- a new professional ‘milestone’ with related professional standards be developed for Chartered Teacher;
- the new milestone should have the following aims:
  - focus on teachers' excellence in the classroom and pedagogic skills;
  - denote the level of professional accomplishment and structured professional development classroom teachers might seek to achieve, beyond QTS and Induction;
  - not be mutually exclusive of other milestones such as Middle Leader but recognise that many teachers have both classroom and leadership responsibilities;
- the Chartered Teacher milestone should be developed and owned by the profession, through the Council.

### Establishing a programme of professional development - the Chartered Teacher programme

141| One of the major limitations of existing standards/schemes which promote classroom excellence is that in establishing them, the link to CPD and a teacher's professional development has not been clearly defined. This is not the case for other established milestones such as QTS, Induction or Headship which have clear programmes of national professional development attached to them.

142| The Council therefore recommends that like the existing milestones of QTS, Induction and Headship, the milestone of Chartered Teacher should have an accompanying national programme of structured professional development for those teachers aspiring to this milestone. This programme, entitled ‘The Chartered Teacher Programme’, would be optional for teachers rather than mandatory.

143| The introduction of a national programme of professional development for classroom teachers in Wales, which carries professional recognition would have many benefits, including:

- enabling teachers to choose a route that would allow them to stay in the classroom rather than follow a leadership pathway, but at the same time, offering further structured professional development and professional study if they so desire;
- raising the status and public recognition of teachers who choose to stay in the classroom;
- enabling individual teachers and the profession as a whole to show a commitment to excellence in the classroom and an eagerness to promote learning in the development of all forms of professional action;
- giving the variety of INSET courses and professional development provided by LEAs, HEIs and other providers a greater focus around such a national programme and thus encourage collaboration.

144| While the detail of the programme will be developed as part of the submission of the advice on professional recognition and accreditation in March 2006, the Chartered Teacher programme might have the following characteristics:

- the programme would consist of a national programme of structured CPD, developed by the Council, working with partners, but delivered by approved providers locally such as higher education institutions, LEAs and others;
- the programme would be developed in such a way that successful completion of the programme would mean that the teacher had met the standards for Chartered Teacher;
- the programme would be capable of being achieved through the completion of modules and/or through the use of APL or APEL;
- the programme would offer sufficient flexibility such that the many teachers (primarily those in the primary sector) who aspire to excellence in the classroom, but also perform a range of middle leadership duties are catered for. The Council envisages that this would be achieved by developing a range of modules which enable teachers from different sectors or with differing experiences and backgrounds to select the modules most appropriate to them;
- the programme would be optional (not mandatory);
- the programme would have no connection to pay and be open to all teachers, post-Induction who aspire to it;
- the programme would have regard to the Credit and Qualifications Framework in Wales.

### Professional recognition

145| The Council further recommends that those teachers who complete 'The Chartered Teacher Programme' should receive

professional recognition for this in order that the standing of excellent classroom teachers, both within the profession and outside, is professionally recognised.

146| A common means of demonstrating this in many other professions and indeed in teaching, in some other countries is through the establishment of 'Chartered Status'. The Council therefore recommends that the completion of a Chartered Teacher programme should offer 'Chartered Teacher Status'. The introduction of Chartered Teacher Status in Wales received much support in the Council's consultations.

147| This recognition would denote the level of professional accomplishment classroom teachers might seek to achieve, beyond QTS and Induction.

148| An example of such a programme of national professional development for classroom teachers is the Chartered Teacher Programme in Scotland. This leads to 'Chartered Teacher Status' which is awarded by the professional body, General Teaching Council of Scotland, and is open to all teachers who have met the top of the main grade salary scale. Achievement of the Chartered Teacher programme in Scotland leads to the award of a Masters degree. There are already 100 Chartered Teachers in Scotland.

149| Brief details of Scotland's Chartered Teacher programme and its professional recognition are described in Annex E. This will assist in understanding what a similar arrangement in Wales might involve and help to emphasise that the key defining features are the opportunity for professional development and professional and/or academic recognition. The details would be developed in Strand 2 of the Task Group's work, including the possible use of post-nominal letters.

## Recommendations:

The Council recommends that:

- a national programme of structured professional development entitled the ‘Chartered Teacher Programme’ should be established to assist teachers in developing their classroom practice;
- the Chartered Teacher programme should have the following key characteristics;
- be developed by the Council, working with its partners, but delivered locally by approved providers, such as higher education institutions, LEAs and others;
- be optional rather than mandatory;
- be capable of being achieved through the completion of modules and/or through the use of APL or APEL;
- have no connection to pay and be open to all teachers, post-Induction who aspire to it;
- draw on the experiences of the teaching profession in Scotland and other professions in with similar programmes;
- successful completion of the programme should carry professional recognition through the award of ‘Chartered Teacher Status’ by GTCW;
- subject to further investigation of the detail, timescales and costs of the programme under Strand 2 of the Framework, the Assembly indicates its support for a national programme of structured professional development for classroom teachers, leading to professional recognition.

# Chapter 8

## A new milestone for middle leader

150| The Council is recommending that a Professional Development Framework for teachers should include a new professional milestone and related set of standards entitled 'Middle Leader'.

151| As described in Chapter 7 for Chartered Teacher, the Council sees that in making such a recommendation that are three key inter-related issues that should be tackled, namely:

- the need to define the milestone itself, the principles upon which it should be based and the related professional standards;
- the need to establish an accompanying programme of professional development for teachers aspiring to or already working at the level of the new milestone. This is important in order to bring it into line with the existing milestones of QTS, Induction and Headship;
- the need to ensure that the accompanying programme of professional development offers professional accreditation and recognition, again like the existing milestones of QTS, Induction and Headship.

### The milestone - underlying principles

152| From the Council's consultations and investigation, the scope and responsibilities of middle leaders are clearly very wide and can vary significantly from school to school and between phases. The work of a middle leader can include responsibilities for planning, implementing, monitoring and evaluating the curriculum as part of school improvement. It may also include pastoral and academic support and guidance for pupils, liaising with parents and outside agencies as well as day to day management matters. Specialists such as SEN co-ordinators also have middle leadership responsibilities across the school in their area. Increasingly, the role may involve providing INSET for professional development and/or a management responsibility.

153| Posts or responsibilities which currently exist and are considered to come within the realms of the middle leader include:

- Key stage leaders
- Heads of Year
- Subject leaders
- Curriculum co-ordinators
- Heads of department
- Special Education Needs Co-ordinators
- Other middle leadership roles.

### A lack of professional standards for middle leaders

154| While the role of the middle leader in schools is increasingly acknowledged and recognised, there is little in place in respect of professional standards for middle leaders. Non-statutory standards for subject leaders and SENCO were developed by the Teacher Training Agency (TTA) in 1998. However, standards, statutory or non-statutory do not currently exist for any other posts or responsibilities under the 'middle leader' heading. This is clearly unhelpful for teachers working at this level.

155| Therefore, there is a need to acknowledge formally the fact that many teachers work at a middle leader level and to establish a broad set of professional standards which set out professional activity and development for all responsibilities and posts at this level rather than just the two of Subject leader and SENCO.

156| However, in making such a recommendation, the Council re-emphasises that it fully recognises that the professional milestones of Chartered Teacher, Middle Leader and Headship & Senior Leader are not mutually exclusive and for many teachers might overlap considerably. This is likely to be particularly true in the primary sector, where some two, or even three, of these milestones might apply at the same stage of their career.

### The milestone - what might it look like?

157| The Council will not attempt to develop the actual milestone and related standards themselves in this document, as this would merit a consultation of its own. The Council proposes to begin the development of the milestone and related standards during the course of the current year, in full consultation with the profession.

158| However, the Council sees the main objective of such a milestone would be to establish a common set of characteristics which underpin all roles at the middle leader level. As illustration, it is thought helpful to briefly set out some of the broad principles upon which such a milestone might be based. Such broad principles include:

- the milestone and associated professional standards should acknowledge that with the introduction of performance management and a greater emphasis on monitoring, evaluation, mentoring and pastoral duties, the role of the middle leader has changed considerably over recent years;
  - the milestone and associated professional standards might be based on the broad headings discussed by the Council in Chapter 9 and set out in Annex D;
  - the milestone and associated professional standards should draw on the existing standards developed by the Teacher Training Agency for Subject leaders and SENCO.
- the milestone and related professional standards should recognise that there are a broad range of responsibilities and posts at middle leader level, and attempt to incorporate the main functions and activities of teachers at this level regardless of their role, phase or school;
  - the milestone and related professional standards should set out the professional knowledge, understanding, skills and attributes necessary for middle leaders to effectively carry out the key tasks in their role. However, in doing so the milestone should aid development rather than act as a barrier to progression;

## Recommendations:

The Council recommends that:

- a new professional ‘milestone’ with related professional standards be developed for ‘Middle Leader’;
- the new milestone should have the following aims:
  - seek to recognise that there are a broad range of posts and responsibilities at middle leader level and attempt to incorporate the main functions and activities of teachers at this level;
  - seek to bring together and summarise the various existing professional standards at Middle Leader level;
  - not be mutually exclusive of other milestones such as Chartered Teacher, but recognise that many teachers have both leadership and classroom responsibilities;
- the Middle Leader milestone should be developed and owned by the profession, through the Council.

### Establishing a programme of professional development: the Middle Leader programme

159| In Chapter 7, the Council recommended that the new milestone of Chartered Teacher should have an accompanying national programme of structured professional development linked to it. This would ensure consistency with the existing milestones of QTS, Induction and Headship.

160| In respect of Middle Leader, it is encouraging to note that there are already a good number of professional development opportunities open to middle leaders in Wales, and in some cases, LEAs and Higher Education Institutions work in close partnership. For example,

- all LEAs in Wales have some form of in-service training or advisory support for middle leaders;
- significant numbers of teachers have completed School Leadership Module (SLM) programmes, run in partnership between higher education institutions in

Wales and various LEAs (over 1,000 in one area alone). Many teachers have gained academic accreditation for this work. The Council understands that the Assembly is currently reviewing arrangements in this area;

- the Welsh Assembly Government co-ordinates school leadership modules which lead into the National Headship Development Programme and offer a range of professional development options for middle leaders.

161| However, the Council recommends that these various arrangements, like those for the programmes leading to QTS, Induction and Headship and Senior Leader should be put on a more formal basis. The Council therefore recommends that the milestone of Middle Leader should have an accompanying structured programme of professional development called the Middle Leader programme for those teachers aspiring to this milestone or already working as middle leaders.

162| In Chapter 7, the Council acknowledged that the Chartered Teacher programme needed to be sufficiently flexible to ensure that the many teachers (particularly those in the primary sector) who aspire to excellence in the classroom, but also perform a range of middle leadership duties are catered for. This also needs to be reflected in the Middle Leader programme.

163| Whilst the detail of the Middle Leader programme will be a matter for Strand 2 of the Framework, and as such the programme will be developed as part of the submission of advice to the Assembly on professional recognition and accreditation after March 2006, it might have the following characteristics:

- the programme would be capable of being achieved through the completion of modules and/or through the use of APL or APEL;
- in respect of the modular aspect, the programme would offer sufficient flexibility such that the many teachers (primarily those in the primary sector) who perform a range of middle leadership duties, but also aspire to excellence in the classroom are catered for. The Council envisages that this would be achieved by developing a range of modules which enabled teachers from different sectors or with differing experiences and backgrounds to select the modules most appropriate to them;
- the programme would be optional (not mandatory);
- the programme would have no connection to pay and be open to all teachers, post-Induction who aspire to it;
- the programme would have regard to the Credit and Qualifications Framework in Wales.

164| The Council is aware that the Assembly is currently considering the appropriateness and pitch of the existing School Leadership Modules (SLMs), and, therefore, considers the timeliness of this recommendation to be particularly helpful.

### Professional recognition

165| The Council further recommends that like other milestones, those who complete the proposed national programme of structured professional development for middle leaders should receive professional recognition for this, in order that their standing, both within the profession and outside, is professionally recognised.

166| To further establish the status of 'Chartered Teacher' proposed in Chapter 7 as a mark of excellence in teaching, the Council considers that this title should also be used to give professional recognition to those at middle leader level. This could be through the use of a suffix to denote the middle leader specialism, for example 'Chartered Teacher (Middle Leader)'. This approach is common practice in higher education in the award of degrees.

167| In its current work on professional recognition and accreditation, the Council will give further consideration to the title that might accompany the successful completion of the national programme of professional development for middle leaders. There could also be potential for the development of other future Chartered Teacher specialisms which recognise expertise in other areas of teaching such as mentoring, pastoral work, SEN or assessment/examinations.

## Recommendations:

The Council recommends that:

- a national programme of structured professional development for middle leaders should be developed;
- the Middle Leader programme should have the following key characteristics:
  - be developed by the Council, working with its partners, but delivered locally by approved providers, such as higher education institutions, LEAs and others;
  - be optional rather than mandatory;
  - be capable of being achieved through the completion of modules and/or through the use of APL or APEL;
  - have no connection to pay and be open to all teachers, post-Induction who aspire to it;
  - draw on the experiences of other professions with similar programmes;
- to reflect the fact that many teachers, particularly those in the primary sector, have both middle leadership and classroom responsibilities, the Chartered Teacher and Middle Leader professional development programmes should be structured in such a way as to facilitate a 'mix and match' approach;
- successful completion of the programme would lead to the award of 'Chartered Teacher Status' by GTCW, but that further consideration is given as to how the Middle Leader specialism might be best denoted;
- subject to further investigation of the detail, timescales and costs of the programme under Strand 2 of the Framework, the Assembly indicates its support for a national programme of structured professional development for middle leaders, leading to professional recognition.

# Chapter 9

## Standards within each milestone

- 168| Chapters 6 to 8 explored the basis upon which a Professional Development Framework should be based and set out the milestones that should be included in the Framework. This chapter now looks at the issue of the professional standards that might relate to each professional milestone. The recommendations in this Chapter received strong support in the Council's consultations.
- 169| In order to establish a Professional Development Framework for teachers in Wales which recognises the different stages in a teacher's career and links these to both associated professional standards and professional development, the Council considers that it is essential that the standards within each 'milestone' are such that:
- all milestones should have a related set of professional standards linked to them;
  - there is clear consistency, coherence and progression between standards for different milestones. For example, one would expect the standards for Induction to build upon and be more stretching than the standards for QTS;
  - there is a consistent basis for any teacher to consider the standards for one milestone against the standards for another.
- 170| The Council commissioned a small study in summer 2004 to determine the consistency, coherence and progression between the existing milestones, for which standards currently exist (QTS, Induction, Threshold, Headship, Subject leaders and SENCO). This analysis highlighted a number of particular problems, for example:
- the existing milestones have been developed largely in isolation by different organisations (the Assembly, DfES, the TTA) at different times and for different purposes;
  - not all of the milestones and their accompanying standards have the same statutory status;
  - the headings used for standards in the existing milestones are inconsistent. Annex C demonstrates the inconsistencies in headings at present and Annex D sets out a set of suggested generic headings as an illustration of what might be established across all the milestones;
  - there are a small number of anomalies at present, which mean that on occasions, there is no coherence and progression between the standards for some milestones;
  - some of the milestones have professional and/or academic accreditation attached, while others do not. For example, QTS offers academic and professional accreditation. Headship offers both professional accreditation, and academic recognition in the form of potential credits towards a Masters degree. Threshold, as an example of a pay standard, offers neither.
- 171| The Council believes that it is necessary to establish a position such that:
- all milestones have a set of coherent, progressive and related standards;
  - all milestones and their related standards are 'Wales-owned', either by the profession or the Assembly;
  - the standards within each milestone are redeveloped within a common set of headings or in the interim, a set of headings is agreed in order that existing standards and professional development activities can be

considered on a common basis. A suggested set of common headings is set out in Annex D, notably:

- Professional characteristics
- Knowledge and understanding
- Pupil progress - planning, teaching, monitoring and evaluation
- Leadership and management
- Communication
- Developing oneself and others

172| This action is a significant one, but essential if the other strands of the Framework are to be established on a coherent basis. To achieve this, there would be a need for:

- the Assembly to redevelop the statutory QTS, Induction and Headship standards under a common set of headings.  
We recognise that the revised Headship standards have recently been announced and the Assembly is currently consulting on revisions to the QTS standards. It was for this reason that the Council consistently argued that further consultations on standards should not go ahead until the advice on this Framework had been submitted. We now recommend that all three standards - QTS, Induction and Headship, should be reviewed and revised together commencing no later than January 2008 and to be completed within a 12-month period;
- for the Council to develop the non-statutory standards for the Chartered Teacher and Middle Leader milestones, under the same common set of headings. We propose to commence this work during the current calendar year, and thereby, provide useful background information to the Assembly exercise in reviewing and

revising the existing three sets of standards (QTS, Induction and Headship) under a common set of headings.

173| Subject to the implementation of the advice made elsewhere in this chapter and this advice document, the Council could then be in a position to adopt the three statutory milestones as being the milestones at these levels in the Professional Development Framework. As such, these statutory milestones could in future, be owned by the profession as well as the Assembly. The Council might then be in position to ask that any future amendment to them should only be carried out in conjunction with the GTCW and taking into account the impact of a revision on the milestones as a whole. To this end, following their review and the revisions recommended above (commencing no later than January 2008), it would be helpful for there to be a moratorium on further changes for a specified period.

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## Recommendations:

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The Council recommends that:

- a position be established where all professional milestones have a set of professional standards, which are coherent and progressive;
- the standards within each milestone are developed or redeveloped under a common set of headings following consultation;
- the Council takes the lead in developing standards for the Chartered Teacher and Middle Leader milestones under the agreed set of common headings. These should be owned by the Council;
- the Assembly reviews and revises the existing standards for QTS, Induction and Headship under the same agreed set of common headings. This exercise should commence no later than January 2008 and be completed within a 12-month period;
- following the revision of the existing statutory standards and the development of the two new milestones, there is a moratorium on changes to the professional milestones and standards for a specified period;
- any future review of the statutory standards should only be carried out in conjunction with the Council and taking into account the impact of a revision on the milestones as a whole.

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## Part C – Funding Issues

- Costs involved in establishing a Professional Development Framework
- Funding teachers' professional development

# Chapter 10

## Costs involved in establishing a Professional Development Framework

174| This advice document commenced by making recommendations for the broad structure of a Professional Development Framework. It proceeded by making specific recommendations in respect of the professional milestones and standards for inclusion in a Framework (Work Strand 1).

175| In making such recommendations, an important consideration is the cost of these recommendations to the Assembly, the Council and others.

176| This chapter explores these matters.

### Funding the Framework and the development of advice on each strand

177| The Assembly invited the Council to take the lead, working with other partners, to develop a Professional Development Framework for teachers in Wales.

178| Given that the Council's core remit in legislation involves the development of advice to the Assembly on specified teaching issues, the Council considered it appropriate to bear the costs of the development of the advice.

179| It was, of course, necessary to consult fully with the teaching profession as part of this development process. Given the Minister's request, the Council was grateful that the Assembly provided funding in the region of £70,000 in 2004-05 to supplement the Council's budget in order to consult on the broad structure of a Framework and the detail of Strand 1 - professional milestones and standards.

180| The Council proposes to take the same approach with Strands 2, 3 and 4 and bear the development costs itself. However, we estimate the costs of consulting on the work to be in the order of £120,000 per annum for three years and would expect the Assembly

Government to give similar financial assistance to the Council to enable a full and thorough consultation on each element.

### Funding of specific recommendations within Work Strand 1: Professional milestones and standards

181| In terms of the specific recommendations made in this advice document in relation to professional milestones and standards, the Council believes that these can be delivered with minimal costs to the Assembly. However, there will be activities for which the Council itself will incur costs.

### The five proposed milestones

182| This document recommends the establishment of a Professional Development Framework based around five milestones. Of the five professional milestones, three (QTS, Induction, Headship) already exist. However, the Council has recommended in Chapter 9 that the Assembly reviews these milestones and their related standards in order to bring each of the five milestones together under a common set of headings. This developmental work will involve a small cost to the Assembly in terms of officials' time and the costs of consultation.

183| In respect of the new milestones of Chartered Teacher and Middle Leader, we recommend in Chapters 7 to 9 that these should be owned and developed by the Council, in full consultation with its partners. As such, the Council would expect to fund the costs of developing these milestones itself. These costs are mainly in respect of officer time and the drawing together of appropriate experience from within the profession.

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### Funding of specific recommendations regarding Work Strands 2 to 4

- 184| In submitting advice to the Assembly on Work Strands 2, 3 and 4, the Council will similarly aim to clarify 'ownership issues' and potential costs to the Assembly, other organisations such as higher education institutions or LEAs and itself.
- 185| In particular, as part of work on Strand 2, the Council will seek to identify the specific costs involved in the development of the content and implementation of the Chartered Teacher and Middle Leader professional development programmes and the professional recognition. Such development costs would begin to be incurred no earlier than the 2006-07 financial year.

# Chapter 11

## Funding of teachers' professional development in Wales

186| In its 2002 advice to the Assembly *Continuing Professional Development - An Entitlement for All*, the Council stated that there was a need for 'sufficient focused funding, which ensured that all teachers are able to access CPD opportunities and have sufficient time to both undertake their activities and reflect upon them. This should include time to plan, undertake, reflect on and disseminate the lessons learnt from undertaking their professional development'.

187| While the specific focus of this advice to the Assembly is on the establishment of a Professional Development Framework, the Council advises that these recommendations can only be meaningful if there are sufficient levels of funding for teachers' professional development that the Framework is designed to support.

188| Concern to tackle the current lack of coherence and clarity over the funding of teachers' professional development in Wales was shared by many organisations and individual teachers responding to the Council's consultations.

### Equality of opportunity and appropriate levels of funding

189| As described in Chapter 2 of this document, current CPD activities are numerous and include:

- formal and centrally-organised CPD - for example, all newly qualified teachers are required to complete programmes of Induction and Early Professional Development (EPD). Support is also provided for prospective headteachers through the National Professional Qualification for Headship (NPQH) and heads who take up their first post, through the Professional Headship Induction Programme (PHIP);
- professional development activities

specifically organised by a particular school or LEA - this includes in-service training courses or support in schools and the use of specialist advisors and advisory teachers;

- individually-focused CPD, under which activities are vast in number and extremely varied; these range from activities which are accredited such as a higher degree course to less formal learning such as a visit to a local school or familiarisation with a new software package. Activities cover those identified both through the performance management process and those initiated by the teacher on a personal basis.

190| At present, these requirements are largely catered for through the following funding arrangements:

- the Assembly's Better Schools Fund (BSF), which replaced GEST;
- the Assembly's unhypothecated revenue support settlement to local authorities which forms the basis of schools' budgets and which is supplemented by local authority funding;
- the Assembly-funded, GTCW-administered individually-focused CPD funding programme;
- various Assembly ring-fenced budgets for specific CPD initiatives;
- self-funding by individual teachers or schools.

191| Many of the respondents to the Council's consultations continue to be concerned that the funding arrangements for teachers' professional development are inadequate. In broad terms, the Council's consultations have indicated that there are two particular problems perceived by teachers and others:

- the total level of funding available for teachers' professional development;

- the lack of clarity about how funding for professional development is distributed.

192| Specifically, consultees expressed the following concerns:

- some teachers are restricted in their ability to access funds equitably, based upon the LEA or school where they work.  
The reasons for this vary on a case-by-case basis, but include:
  - differences between LEAs in the level of funding available;
  - differences between LEAs in the way funding for CPD is distributed to schools;
  - a reluctance on the part of some headteachers to release teachers for CPD, due to internal pressures or the small size of the school;
- the replacement of the GEST programme by the Better Schools Fund (BSF), which is for 'pump priming' and time-related training and development administered through LEAs, has meant that a number of the specific CPD needs of teachers are not being adequately funded. This is particularly the case with the need for ongoing school professional development priorities of a 'maintenance' type which enable teachers, for example, to keep their knowledge up to date regarding various processes, systems and statutory or syllabus requirements;
- the level of funding available to schools does not adequately cover teachers' CPD needs, in particular, there are concerns that certain subjects are not treated equitably as a result of the BSF arrangements;
- local authorities claim that extra funding from local budgets beyond that included in the revenue support settlement is available to schools. However, the

unhypothesized revenue input from the Assembly and the variation of investment in CPD between local authorities mean that there is a lack of clarity about how much is or should be available for teachers' development.

193| The Council considers that it is important for the Assembly to address the issue of the clarity and the transparency of the funding arrangements for CPD. A factual statement from the Assembly, setting out the various funding arrangements, would go some way to improving this situation. The Council also believes it is right for employers to commit financially to the development of their teaching staff and believes that a similar statement should be made by LEAs.

194| In addition, for schools and LEAs to provide a viable CPD programme, there is a need to develop a strategic and forward programme of activities. However, this is very difficult to undertake when funding received by LEAs and schools is provided on an annual basis, rather than over a longer period. The Council understands that the Assembly is investigating the establishment of budgets over a longer period, such as three years. The Council encourages the Assembly to continue with this approach in order that the longer term CPD needs of teachers can be planned.

### Individually-focused CPD

195| The Council welcomed the Assembly's decision to put the GTCW administered individually-focused programme on a permanent footing from April 2004. It further welcomed the Assembly's commitment to a three year budget for this programme from April 2005 and the increase in the level of funding available between 2005 and 2008.

196| However, the Council is disappointed that the level of funding available is still not at the level set by the Assembly in the second and third

years of the pilot stages. In its 2002 advice, the Council stated that guaranteeing an annual entitlement to all teachers would cost in the region of £20million, a relatively small sum compared to the overall school budget. Unfortunately, this recommendation is a long way from being realised, and the Council looks forward to discussing further with the Assembly a date by which the Council's recommendation could be implemented.

### A structure for funding

197| The Council re-iterates its advice to the Assembly in *Continuing Professional Development - An Entitlement for All*, namely that funding strategies should be in place at three levels, namely:

- **individually-focused.** The Council advocates that every teacher should have an entitlement to individually-focused professional development, and this should be backed by an agreed sum of money available on an annual basis;
- **school-focused.** Funding for these activities should continue to come from school budgets. However, headteachers and

teachers in the consultations highlighted that there is now inadequate funding available in school budgets for headteachers to develop a CPD programme which concentrates on the school's priorities and which builds from the school development plan. This is particularly the case for professional development which might be described as of an ongoing 'maintenance' nature. At the same time, the Council is aware from anecdotal evidence that the five non-pupil contact days are not always used to their best advantage by all schools for CPD and there may be scope for development in this area;

- **LEA/nationally-focused.** The Council continues to advocate a clear stream of funding through LEAs to support local and national priorities. The Council recognises that the Better Schools Fund (BSF) has replaced GEST in this regard and provides specific support for teachers' professional development.

198| In repeating this advice, the Council acknowledges that in practice there is sometimes overlap between these three categories.

## Recommendations:

The Council recommends that:

- the Assembly Government makes a statement setting out a coherent funding strategy for teachers' professional development in Wales. This should address funding needs at three levels (the individual, the school and LEA/national) and seek to explain the mechanisms through which each of these needs is funded;
- the Assembly ensures that there is sufficient funding to enable all teachers to access CPD opportunities and have sufficient time to undertake them;
- all local authorities, as employers commit local resources to the funding of teachers' CPD;
- the Assembly Government commits itself to a specified date to reach a target of £20m which would give all teachers an annual entitlement to individually-focused CPD.

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## Annex

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- A Summary of recommendations
- B Indicative timetable for future work
- C Existing milestones and standards
- D Proposed generic headings for standards
- E Chartered Teacher Status in Scotland
- F Existing pay standards

# Annex A

## Summary of recommendations

### Part A The Professional Development Framework

#### Chapter 3 The purpose of a Professional Development Framework, its aims, objectives and benefits for teachers in Wales

The Council recommends that:

- a Professional Development Framework be established for all teachers in Wales, that ensures that each and every individual teacher is supported in developing to their full potential to ensure that teaching continues to be of a high quality and education standards continue to improve;
- a Professional Development Framework should aim to address the following issues and challenges:
  - the lack of clarity in career steps and progression for teachers (professional milestones);
  - the ambiguity and lack of coherence in respect of professional standards;
  - the lack of clarity and equality in the professional development opportunities open to teachers in Wales;
  - the limited opportunities for teachers to have their professional achievements recognised;
  - the lack of a systematic approach to the recording and self-reflection of teachers' professional development;
  - disparities in the quality of CPD provision for teachers across Wales;
  - to draw together the increasing number of local approaches to professional development for teachers in Wales into a clear and consistent structure.

#### Chapter 4 Creating and implementing a Professional Development Framework

The Council recommends that:

- a Professional Development Framework should be structured by addressing four inter-related work strands, namely:
  - Career progression - professional milestones and standards
  - Professional development, recognition and accreditation
  - Recording and self-reflection
  - Quality assurance of providers
- the Assembly endorses the Council's recommendation in respect of the broad structure of a Professional Development Framework at an early stage to assist the Council by providing a firm basis for it to develop each of the four work strands;
- once in place, the Council takes the lead in reviewing and updating the Framework as appropriate, to ensure that it evolves, taking account of new and best practice in other professions and other countries.

## Part B Career Progression - Professional Milestones and Standards ('Strand 1')

### Chapter 5 The basis of the first strand of the Framework

The Council recommends that:

- the first strand of a Professional Development Framework be based around the main professional 'milestones' within a teacher's career, together with the inherent 'professional standards' associated with these milestones;
- the professional milestones and related standards should not be seen as hurdles for a teacher to overcome, but as a means of:
  - helping teachers to choose particular optional career paths;
  - setting out the professional standards which apply at certain stages of a teacher's career;
  - helping teachers to identify appropriate professional development opportunities at particular stages of their careers and to have these professionally recognised.

### Chapter 6 The proposed professional milestones

The Council recommends that:

- the first strand of a Professional Development Framework be based around five milestones, with related professional standards, namely:
  - Qualified Teacher Status (QTS)
  - Induction
  - Middle Leader
  - Chartered Teacher
  - Headship & Senior Leader
- the Middle Leader and Chartered Teacher milestones should not be mutually exclusive and there is a clear recognition

that a teacher, particularly in the primary sector, can be working at or aspiring to more than one milestone at the same time.

### Chapter 7 A new milestone for Chartered Teacher

The Council recommends that:

- a new professional 'milestone' with related professional standards be developed for Chartered Teacher;
- the new milestone should have the following aims:
  - focus on teachers' excellence in the classroom and pedagogic skills;
  - denote the level of professional accomplishment and structured professional development classroom teachers might seek to achieve, beyond QTS and Induction;
  - not be mutually exclusive of other milestones such as middle leader but recognise that many teachers have both classroom and leadership responsibilities;
- the Chartered Teacher milestone should be developed and owned by the profession, through the Council.

The Council recommends that:

- a national programme of structured professional development entitled the 'Chartered Teacher Programme' should be established to assist teachers in developing their classroom practice;
- the Chartered Teacher programme should have the following key characteristics:
  - be developed by the Council, working with its partners, but delivered locally by approved providers, such as higher education institutions, LEAs and others;
  - be optional rather than mandatory;

- be capable of being achieved through the completion of modules and/or through the use of APL or APEL;
  - have no connection to pay and be open to all teachers, post-Induction who aspire to it;
  - draw on the experiences of the teaching profession in Scotland and other professions in with similar programmes;
  - successful completion of the programme should carry professional recognition through the award of 'Chartered Teacher Status' by GTCW;
  - subject to further investigation of the detail, timescales and costs of the programme under Strand 2 of the Framework, the Assembly indicates its support for a national programme of structured professional development for classroom teachers, leading to professional recognition.
- not be mutually exclusive of other milestones such as Chartered Teacher, but recognise that many teachers have both leadership and classroom responsibilities;
  - the Middle Leader milestone should be developed and owned by the profession, through the Council.

The Council recommends that:

- a national programme of structured professional development for middle leaders should be developed;
- the Middle Leader programme should have the following key characteristics:
  - be developed by the Council, working with its partners, but delivered locally by approved providers, such as higher education institutions, LEAs and others;
  - be optional rather than mandatory;
  - be capable of being achieved through the completion of modules and/or through the use of APL or APEL;
  - have no connection to pay and be open to all teachers, post-Induction, who aspire to it;
  - draw on the experiences of other professions with similar programmes;
- to reflect the fact that many teachers, particularly those in the primary sector, have both middle leadership and classroom responsibilities, the 'Chartered Teacher' and 'Middle Leader' professional development programmes should be structured in such a way as to facilitate a 'mix and match' approach;
- successful completion of the programme would lead to the award of 'Chartered Teacher' by GTCW, but that further consideration is given as to how the Middle Leader specialism might be best denoted;

## Chapter 8 A new milestone for middle leader

The Council recommends that:

- a new professional 'milestone' with related professional standards be developed for 'Middle Leader';
- the new milestone should have the following aims:
  - seek to recognise that there are a broad range of posts and responsibilities at middle leader level and attempt to incorporate the main functions and activities of teachers at this level;
  - seek to bring together and summarise the various existing professional standards at middle leader level;

- subject to further investigation of the detail, timescales and costs of the programme under strand 2 of the Framework, the Assembly indicates its support for a national programme of structured professional development for middle leaders, leading to professional recognition.

## Chapter 9 The standards within each milestone

The Council recommends that:

- a position be established where all professional milestones have a set of professional standards, which are coherent and progressive;
- the standards within each milestone are developed or redeveloped under a common set of headings following consultation;
- the Council takes the lead in developing standards for the Chartered Teacher and Middle Leader milestones under the agreed set of common headings. These should be owned by the Council;
- the Assembly reviews and revises the existing standards for QTS, Induction and Headship under the same agreed set of common headings. This exercise should commence no later than January 2008 and be completed within a twelve month period;
- following the revision of the existing statutory standards and the development of the two new milestones, there is a moratorium on changes to the professional milestones and standards for a specified period;
- any future review of the statutory standards should only be carried out in conjunction with the Council and

taking into account the impact of a revision on the milestones as a whole.

## Part C Funding issues

### Chapter 11 Funding of teachers' professional development in Wales

The Council recommends that:

- the Assembly Government makes a statement setting out a coherent funding strategy for teachers' professional development in Wales. This should address funding needs at three levels (the individual, the school and LEA/national) and seek to explain the mechanisms through which each of these needs is funded;
- the Assembly ensures that there is sufficient funding to enable all teachers to access CPD opportunities and have sufficient time to undertake them;
- all local authorities, as employers commit local resources to the funding of teachers' CPD;
- the Assembly Government commits itself to a specified date to reach a target of £20m which would give all teachers an annual entitlement to individually-focused CPD.

# Annex B

## Indicative timetable for development and consultation on Strands 2, 3 and 4 of the Professional Development Framework 2005-07

199| The indicative timetable for consulting on Strands 2, 3 and 4 of a Professional Development Framework and providing subsequent advice to the Welsh Assembly Government is as follows:

Action	Indicative timescale
Consultation with teachers, unions and others on proposed Strand 2 - Professional recognition and accreditation	January 2006 - April 2006
Following the initial consultation on Strand 2, to develop and present advice to Welsh Assembly Government on Strand 2.	July 2006
Consultation with teachers, unions and others on proposed Strand 3 - Recording of professional development activities and self-reflection and proposed Strand 4 - Quality assurance of providers of CPD activities	January 2007 - April 2007
Following the initial consultation on Strands 3 and 4, to develop and present advice to Welsh Assembly Government on Strands 3 and 4.	July 2007

# Annex C

## Existing milestones and standards

200| Chapters 2 and 9 describe the milestones and related standards which currently exist in a teacher's career. The following table summarises these milestones, states the body that developed each milestone and lists the key headings under which the related

professional standards are set out in each case. Please note, each existing milestone has a large number of professional standards linked to it. For this reason, the key headings only are listed here.

Milestone	Statutory?	Developed by	Key headings under which professional standards are grouped
Qualified Teacher Status (QTS)	Yes	Welsh Assembly Government	<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Planning, teaching and class management</li> <li>• Monitoring, assessment, recording, reporting and accountability</li> <li>• Other professional requirements</li> </ul>
Induction	Yes	Welsh Assembly Government	<ul style="list-style-type: none"> <li>• Professional characteristics</li> <li>• Knowledge and understanding</li> <li>• Planning, teaching and learning and class management</li> <li>• Monitoring, assessment, recording and reporting</li> </ul>
Threshold	No	Department for Education and Skills	<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Teaching and assessment - planning lessons</li> <li>• Teaching and assessment - classroom management</li> <li>• Teaching and assessment - monitoring progress</li> <li>• Pupil progress</li> <li>• Wider professional effectiveness - personal development</li> <li>• Wider professional effectiveness - school development</li> <li>• Professional characteristics</li> </ul>
Subject leader	No	Teacher Training Agency	<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Skills and attributes</li> <li>• Key areas of subject leadership</li> </ul>
Special Needs Education Co-ordinator (SENCO)	No	Teacher Training Agency	<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Skills and attributes</li> <li>• Key areas of SENCO co-ordination</li> </ul>
Headteacher	Yes	Welsh Assembly Government	<p><b>Key areas</b></p> <ul style="list-style-type: none"> <li>• Creating strategic direction</li> <li>• Leading learning and teaching</li> <li>• Developing and working with others</li> <li>• Managing the school</li> <li>• Securing accountability</li> <li>• Strengthening the community focus</li> </ul> <p><b>Core attributes</b></p> <ul style="list-style-type: none"> <li>• Knowledge and skills</li> <li>• Personal qualities and values</li> <li>• Professional characteristics</li> </ul>

# Annex D

## Possible generic headings to group standards across the professional milestones

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- Professional characteristics
- Knowledge and understanding
- Pupil progress - planning, teaching, monitoring and evaluation
- Leadership and management
- Communication
- Developing oneself and others

# Annex E

## An Illustration - Chartered Teacher Status in Scotland

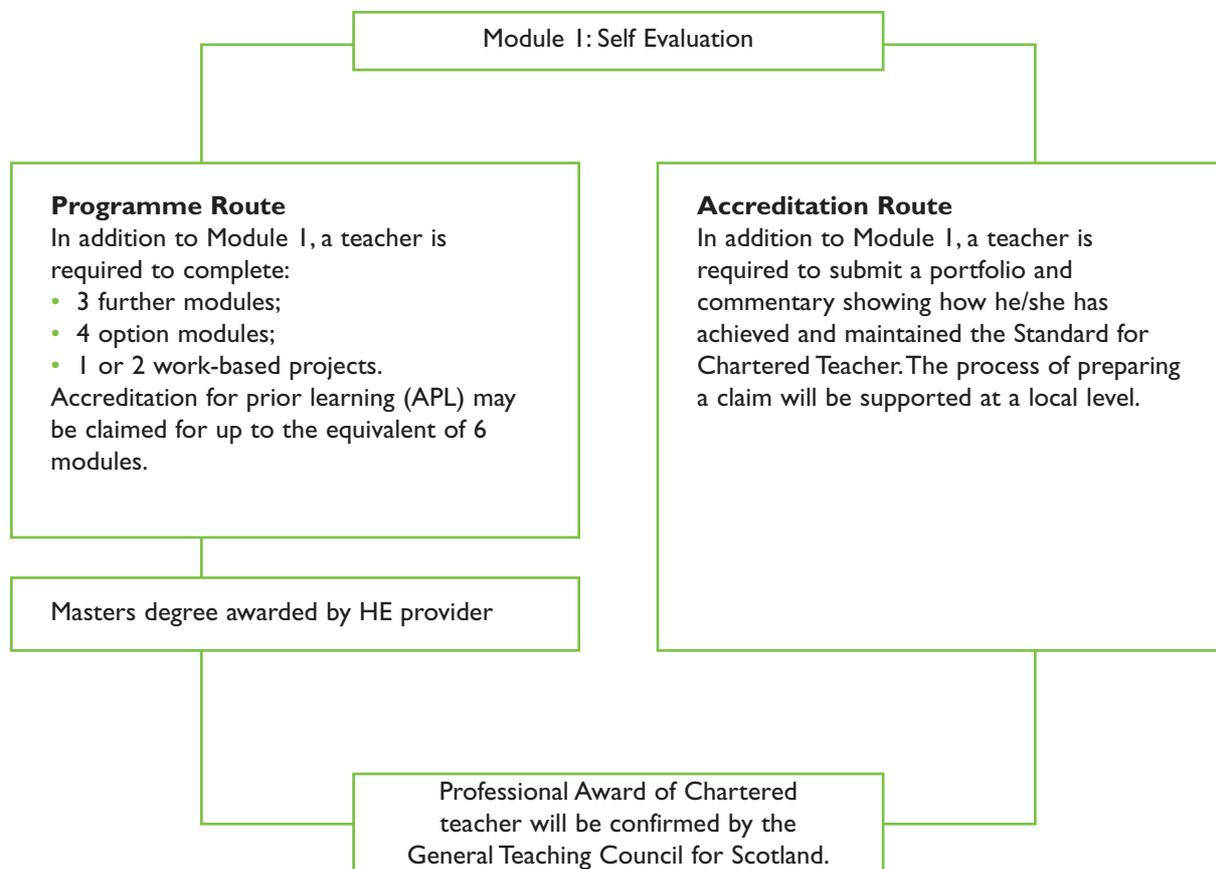
201| A teacher in Scotland may embark on the Chartered Teacher Programme if he or she has:

- a recognised teaching qualification;
- full registration with the General Teaching Council for Scotland;
- reached the top of the main grade salary scale;
- maintained a CPD portfolio.

202| There are two routes to becoming a Chartered Teacher in Scotland, namely:

- the Programme route. This involves a teacher completing a series of 12 modules, which in turn result in the award of a Masters degree. Teachers may claim credit for prior learning (APL) for up to six of the modules;
- The Accreditation route. This has been developed to provide an opportunity for very experienced teachers to submit evidence which demonstrates that they have already achieved the Standard for Chartered Teacher. In opting for this route, the teacher is required to submit a portfolio of evidence and a reflective report, which together is equivalent to 11 modules.

203| These routes are summarised in the following diagram:



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204 | Chartered Teacher Status has been received positively in Scotland since its introduction and the General Teaching Council for Scotland is working with teachers, Higher Education Institutions and others to review the arrangements on an ongoing basis. The programme in Scotland offers a useful example model, should such a programme be favoured by the profession in Wales. However, it should be noted that under the McCrone Agreement, Chartered Teacher Status has a relationship with pay.

# Annex F

## Existing pay standards designed to promote excellence

205| The Professional Development Task Group spent a great deal of time considering the relationship between the Framework and the pay structures designed to reward teacher excellence, notably Threshold, the Advanced Skills Teacher and the recently announced Excellent Teacher Scheme (due for introduction in September 2006). In particular, it noted the extent to which these pay standards have been applied in Wales, and the fact that all of them are constrained by time, experience and funding factors.

206| Each of these standards or schemes is outlined briefly below.

### Threshold

207| The Threshold standard was introduced in Wales and England in 2001. To achieve the Threshold standard, teachers need to be at the top of the main pay scale for classroom teachers and make an application to be assessed against eight criteria which form the basis of the standard. To date, the vast majority of teachers eligible to meet the Threshold standard (some 18,000 plus registered teachers in Wales) have already achieved the Threshold standard.

208| Until September 2004, the verification of Threshold assessments was determined by the Secretary of State. DfES has now taken a decision to no longer co-ordinate the verification or award of Threshold centrally, vesting this responsibility directly with individual Headteachers.

### Advanced Skills Teachers (AST)

209| DfES guidance states that an Advanced Skills Teacher is an excellent teacher who achieves the very highest standards of classroom practice and who is paid to share his or her skills and experience with other teachers. The Advanced Skills Teacher Pathway offers teachers who want to stay in the classroom a new career route and greater career progression opportunities.

210| Although available, this pay standard has not been widely promoted. In fact, there are no ASTs working in Wales at the time of submitting this advice.

### Excellent Teacher Scheme

211| DfES has recently announced the introduction of the Excellent Teacher Scheme from September 2006.

212| This scheme is intended to have a general emphasis on pedagogic experience, as well as subject/primary/special needs expertise and a focus on coaching and mentoring. Like the Threshold and Advanced Skills pathways, this scheme is aimed at providing teachers who wish to remain in the classroom with further opportunities to develop their careers. As with Threshold and Advanced Skills, the Excellent Teacher Programme will carry additional salary enhancements.

213| The Excellent Teacher Scheme will be 'post-based' and it will be for LEAs and schools to decide whether to introduce posts at this level. Therefore, it remains to be seen the extent to which the Excellent Teacher Scheme will be adopted in Wales.

### Relationship between these pay standards/schemes and the Framework?

214| On analysing each of the three pay standards or schemes above, the Council saw many limitations in respect of their ability to be incorporated into a Framework for teachers in Wales which has professional development as its underlying basis and focus.

For example:

- first and foremost these are pay standards and not professional development milestones. As such, they do not have clear programmes of professional development linked to them;
- the pay standards/schemes are not devolved to the Assembly, but are owned by DfES;
- access to some of the pay standards/schemes, such as Threshold are constrained by time, experience and funding;
- pay standards/schemes are likely to come and go over time, which is unhelpful and limits their ability to be incorporated in a Framework, whose main purpose is to ensure teachers have opportunities for structured professional development.

215| The Council, therefore, concluded that the proposed Framework should exist separately from pay standards and schemes. It was important for the Framework to be based on a firm set of principles and underpinned by a philosophy of professional development. However, the Framework should not be inconsistent with teachers' pay, terms and conditions of service whilst, at the same time, not being driven by pay issues or required to change each time there are changes to contractual arrangements. As stated in Chapters 4 and 5, the Council believes that it would be possible to establish a relationship

between the Framework and pay standards, if this was considered desirable by others - but this would be for other bodies, such as teacher unions, to consider whether such relationships should be discussed. We believe that we have succeeded in recommending a Framework that can drive CPD, yet not be in conflict with teachers' conditions of service.

216| While the Council has excluded the pay standards/schemes from its proposals for a Professional Development Framework as set out in Chapter 5, it has also concluded that there is much useful ground in respect of the underpinning principles of each standard/scheme. These characteristics will be helpful in informing the development of the new milestone of Chartered Teacher. In particular, the signs of excellence expected all involve:

- high level skills in teaching, classroom management and maintaining discipline;
- high quality of planning, assessment and evaluation;
- a thorough and up-to-date knowledge of teaching one's subject and an ability to take account of wider curriculum developments;
- an excellent understanding of pupils and their diverse needs;
- high expectations of themselves and their pupils;
- the achievement of excellent levels of pupil progress;
- the ability to give high-quality advice and support to other teachers and to make an active contribution to school improvement.