



Cyngor Addysgu Cyffredinol Cymru
General Teaching Council for Wales

Professional Development Framework for Teachers in Wales

**The Recording of Teachers'
Professional Development and
Self-reflection (Strand 3)**

**The Quality Assurance of
Teachers' Professional
Development and its Providers
(Strand 4)**

**Advice to the
Welsh Assembly Government**

October 2007

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.

Contents

Chapter		Page
	EXECUTIVE SUMMARY	2
	INTRODUCTION	5
I	A Professional Development Framework: Background and progress to date	5
PART A	THE RECORDING OF TEACHERS' PROFESSIONAL DEVELOPMENT AND SELF REFLECTION ON THIS BY TEACHERS (STRAND 3)	11
2	Current arrangements	12
3	Issues and challenges	16
4	Proposed revisions and improvements to existing arrangements	20
PART B	THE QUALITY ASSURANCE OF TEACHERS' PROFESSIONAL DEVELOPMENT AND ITS PROVIDERS (STRAND 4)	29
5	Current arrangements	30
6	Issues and challenges	35
7	Proposed revisions and improvements to existing arrangements	38
ANNEX		44
A	Learning and Teaching Scotland – National Register of CPD Providers	44
B	Timetable for development and consultation on the 'four strands' of the Professional Development Framework 2005-07	46
C	Summary of recommendations	47

Executive summary

Introduction

1. GTCW was invited by the Welsh Assembly Government to take the lead in developing a Professional Development Framework for teachers in Wales in 2004. 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*.
2. This document presents advice on Strands 3 and 4 of a Professional Development Framework for teachers in Wales, namely:
 - the recording of teachers' professional development and self-reflection on this by teachers (Strand 3);
 - the quality assurance of teachers' professional development and its providers (Strand 4).
3. It is the last of three such advice documents on the Framework over the period 2005 to 2007.

The recording of teachers' professional development and self-reflection

4. The Council considers the existing recording arrangements and paperwork in respect of national professional development linked to the milestones in a teacher's career to be unduly onerous for teachers and lacking in consistency and coherence.
5. The Council recommends that a review of these arrangements should be undertaken by the Assembly as soon as possible, and be completed by no later than 2010. The main aim of this review should be to **reduce the amount of work and unnecessary bureaucracy for teachers, schools and others in recording details of professional development**.
6. The Council also recommends the introduction of a standardised web-based Professional Development Portfolio (PDP) for all teachers. Following piloting, this would be mandatory for all new teachers from 2010. It would:
 - ensure that the recording of teachers' professional development **is kept to a minimum**, with no duplication or unnecessary bureaucracy for teachers;
 - give teachers a means to draw evidence easily from one place and use it to:
 - demonstrate that they are meeting the professional standards for any of the professional milestones (QTS, Induction, Chartered Teacher, Headship and Senior Leader) or pay standards (such as Threshold or the Excellent Teacher Scheme);
 - inform the performance management process in their school;
 - gather evidence for the accreditation of prior learning in respect of academic and / or professional qualifications;

- enable teachers to reflect analytically on their own practice, with a view to helping them to:
 - analyse their strengths and set learning priorities for themselves;
 - improve their own practice;
 - have a positive impact on pupils' learning and achievement;
 - plan their careers and future professional development;
 - help teachers to take ownership of their own professional development and careers;
 - enable teachers to share and celebrate their professional achievements with others, where appropriate.
7. Rather than recording professional development for functional purposes, the Council advocates the need for greater emphasis on **teachers reflecting upon the professional development they undertake**. To enable this to happen and to see a positive impact on pupil learning and achievement, the Council sets out the need for cultural change. This must include more extensive training, mentoring and advisory support to assist teachers, detailed guidance material and sufficient time for teachers to reflect and plan.

The quality assurance of teachers' professional development and its providers

8. The Council recommends that a review of the existing quality assurance arrangements for these programmes should be undertaken. This review should include:
 - a consideration of the appropriateness and consistency of the existing quality assurance arrangements;
 - a specific investigation of the quality assurance arrangements for those national programmes which allow teachers a high level of flexibility to tailor their activities to their own needs and spend funding on activities of their own choice – namely, EPD and PHIP;
 - an assessment of the availability of well-trained mentoring, coaching and advisory support for teachers at a school and / or LEA level;
 - consideration of whether or not a single body should be responsible for the quality assurance of all national professional development linked to the milestones in a teacher's career in Wales;
 - consideration of Estyn's work in inspecting and evaluating existing programmes and / or providers. This should include the frequency of inspections.
9. Outside of national professional development linked to the milestones in a teacher's career, there is no guarantee that other professional development activities are of an appropriate quality and will benefit a teacher, their school or pupil achievement. This is despite the fact that the Assembly invests some £50 million annually in such activities.
10. The Council advises that it would be beneficial to develop a position where **all providers of professional development activities are accredited** in Wales in order that teachers in Wales have access to the highest quality training and professional development possible and that value for money is achieved on all occasions.

11. In achieving this objective, it is recommended that more extensive quality assurance arrangements be established in Wales. In particular, it is recommended that the following are established:

- an approved Register of providers and programmes;
- a Code of Practice for providers.

Part A of this document sets out recommendations for the recording of teachers' professional development and self-reflection by teachers on this. Part B focuses on the quality assurance of the professional development available to teachers and the providers who offer such activities.

Introduction

Chapter I

A Professional Development Framework: Background and progress to date

Introduction

12. This document presents advice to the Welsh Assembly Government on Strands 3 and 4 of a Professional Development Framework for teachers in Wales, namely:

- the recording of teachers' professional development and self reflection on this by teachers (Strand 3);
- the quality assurance of teachers' professional development and its providers (Strand 4).

13. This advice is the last of three such documents on the Framework over the period 2005 to 2007.

Progress to date in developing a Professional Development Framework

14. In late 2003, the Welsh Assembly Government invited the Council to take the lead, working with other partners, to develop a Professional Development Framework for teachers in Wales. The legislative basis for the Council's work in respect of the professional development of teachers is covered by the *Teaching and Higher Education Act 1998*, which states 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))*

15. To develop thinking on the Framework, the Council established a Task Group made up of representatives from the teaching profession, teacher unions, the teacher education and training sector, LEAs, Estyn and the Assembly. The Task Group met between September 2003 and December 2005, culminating in the issue of formal advice to the Assembly on two occasions:

- advice on both the broad structure of the Framework and Strand 1: Professional milestones and standards (July 2005);
- advice on the professional development teachers undertake and its recognition and accreditation (July 2006);

16. The Minister for Education and Lifelong Learning Jane Davidson accepted the majority of the Council's recommendations and invited it to proceed by developing, subject to consultation with the profession, further advice on the final two strands of the Framework.

Developing the advice on Strands 3 and 4 – consultation with the teaching profession

17. Consistent with its approach under Work Strands 1 and 2, the Council established a Task Group to develop thinking on Strands 3 and 4. The Task Group met between November 2006 and February 2007 and its work resulted in the publication of a third consultation document entitled *Consultation on the Recording of Teachers' Professional Development and Self Reflection (Strand 3)* and the *Quality Assurance of Teachers' Professional Development and its Providers (Strand 4)*.
18. The consultation exercise on Strands 3 and 4 ran between 16 April 2007 and 15 June 2007. The consultation document was issued to the following organisations:
- Teacher unions and associations in Wales;
 - Local Education Authorities;
 - Diocesan Authorities;
 - Teacher education and training institutions in Wales;
 - Other interested parties within the Education sector.
19. A condensed version of the document was also sent to all registered teachers. Registered teachers wishing to respond to the consultation were encouraged to do so either electronically, using the questionnaire on the Council's website at www.gtcw.org.uk or by requesting a copy of the questionnaire from the Council directly.
20. Alongside the consultation document, the Council gathered views and received feedback on Strands 3 and 4 of the Framework in a number of other ways, including:

- the Council organised four small-scale consultation seminars, with each seminar targeted at a different group within the teaching profession (Treforest – Heads, Deputies and Assistant Heads, Swansea – Staff Development Officers / CPD co-ordinators, Llandrindod Wells – experienced teachers, Ewloe – teachers in their first three years since QTS). The seminars offered an opportunity for teacher delegates to receive information about Strands 3 and 4 of the Framework and offered a valuable opportunity for the Council to seek the detailed views of teacher delegates through workshop sessions. This 'qualitative' information has been valuable in developing the Council's advice to the Assembly on Strands 3 and 4;
 - discussions have taken place with a number of stakeholder groups including initial teacher education and training institutions and teacher unions and associations in Wales. These sessions were an opportunity to outline the Council's proposals and to receive feedback;
 - the Council has sought to publicise its Strand 3 and 4 proposals and stimulate discussion and debate amongst the profession in Wales and further afield, for example, by issuing press releases and presenting information on its website.
21. To ensure that it stays abreast of the latest thinking and developments on CPD and related matters, the Council has continued to undertake investigative work in understanding both current 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);

- the work of the Teacher Development Agency for Schools (TDAS) in England in respect of teachers' professional development;
- the establishment of professional development structures and frameworks in other professions and the teaching profession in other countries.

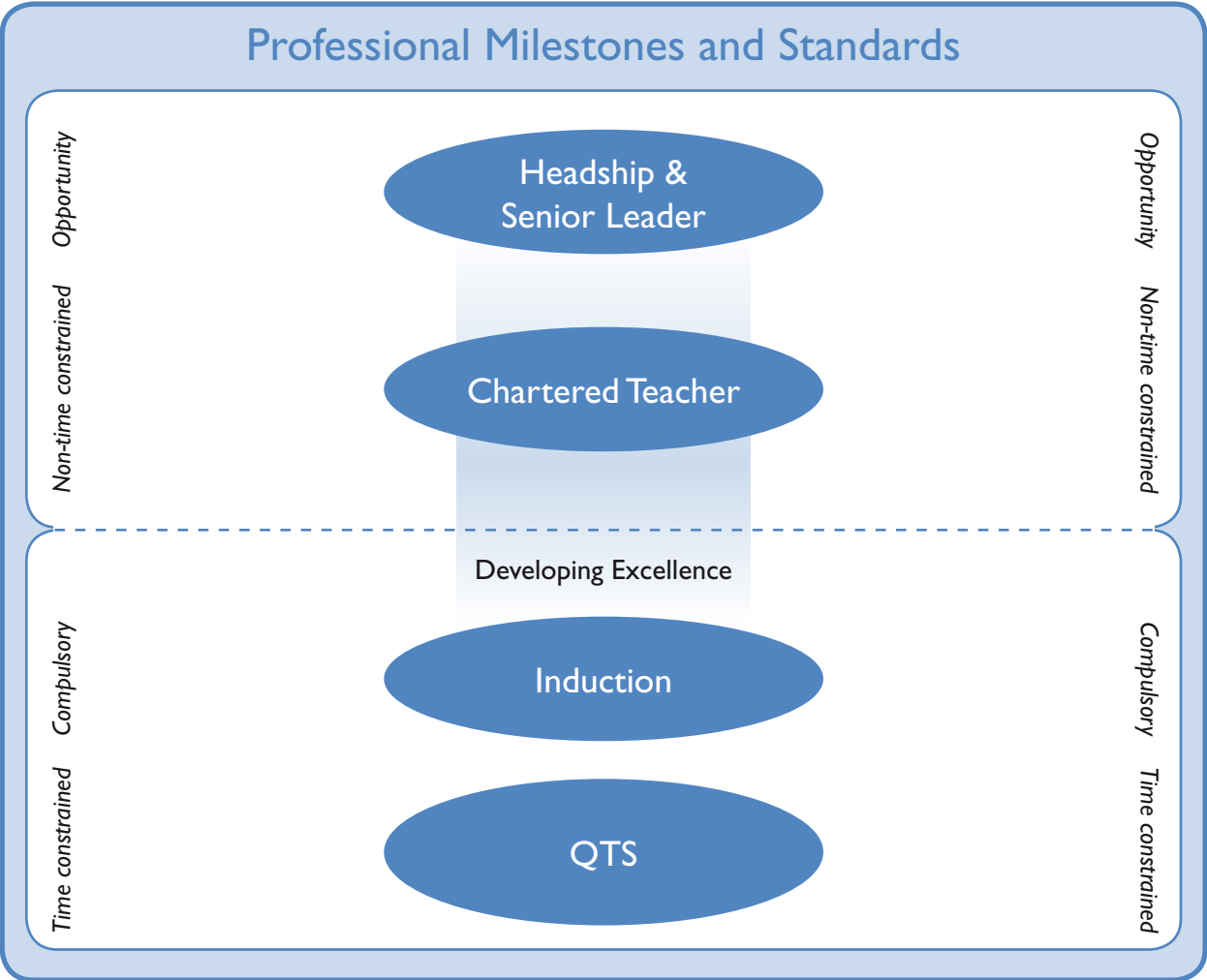
Strands 1 and 2 of a Professional Development Framework in this document. However, in order to provide relevant context for this advice, the Council re-iterates below two specific matters about which it advised the Assembly in its 2005 and 2006 documents.

The professional milestones in a career in teaching

23. The Council advised in July 2005 (further refining this advice in July 2006) that progression through a teacher's career should be based on four key professional 'milestones' and related standards. These are illustrated below.

Relevant context

22. The Council does not intend to repeat the advice it has given to the Assembly in respect of



24. Three of the professional milestones (QTS, Induction and Headship & Senior Leader) are statutory and are well established. Following consultation, a further milestone and related standards were agreed by Council in May 2007 for Chartered Teacher.

The nature of teachers’ professional development

25. At present, teachers have opportunities to undertake a broad range of 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 GTCW Continuing Professional Development Funding Programme or the school budget.

26. Examples of these professional development activities are numerous, but may be grouped into three main categories:

National professional development linked to the milestones in a teacher’s career

27. The Welsh Assembly Government has established a number of national, professional development programmes in Wales, linked to the milestones in a teacher’s career. For example:
- all newly qualified teachers now receive a supported start to their teaching careers, in the form of a statutory Induction year, followed by two further years of Early Professional Development (EPD);
 - the Assembly provides support for aspiring headteachers through the establishment of a mandatory programme of professional development (the National Professional Qualification for Headship (NPQH)). In addition, the Assembly re-launched the National Headship Development

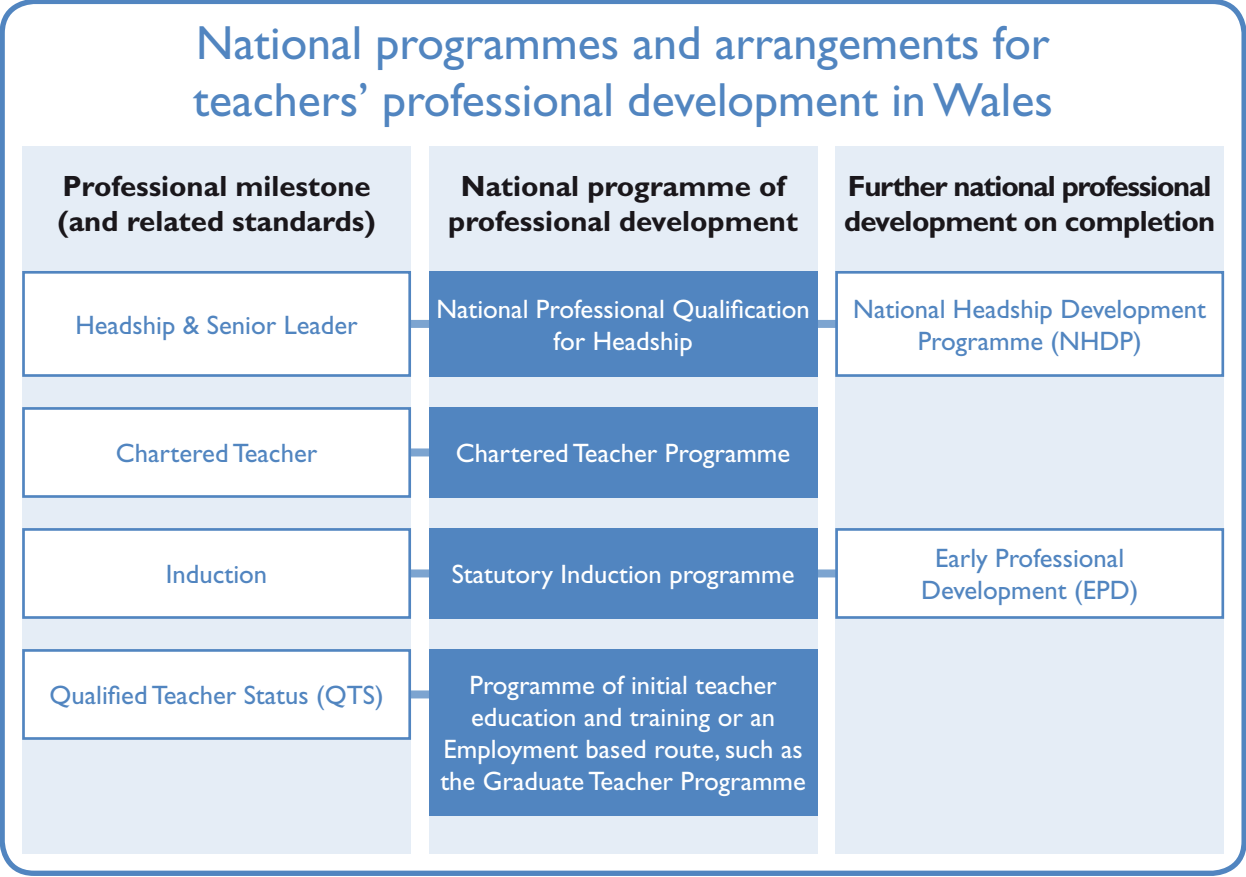
Programme (NHDP) in 2007. This covers NPQH, but also includes the following programmes for serving heads:

- the Professional Headship Induction Programme (PHIP);
 - the Leadership Programme for Serving Heads (LPSH);
 - learning seminars.
- GTCW advised the Assembly in 2005 and 2006 that a new national programme for experienced classroom teachers and middle leaders be introduced called the ‘Chartered Teacher Programme’. The Assembly has supported the Council’s recommendations and invited it to begin the piloting of the new programme from September 2007.

28. These arrangements are shown on page 9:

Professional development activities specifically organised by a particular school, LEA or other organisation

29. Schools and LEAs organise a variety of professional development activities themselves. The number and nature of such activities vary considerably between individual schools and LEAs, but might include:
- in-service training courses covering a range of matters such as behaviour management, learning strategies, health and safety or inclusive education;
 - direct support at a departmental or whole school level, often through the use of specialists from the LEA advisory team;
 - school leadership modules (SLMs) or middle level leadership training, often run in liaison with a higher education institution;



- ‘refreshment’ CPD, which will enable teachers to keep their knowledge up-to-date with various processes, systems or statutory requirements. A typical example might include a session run by an examination board concerning the introduction of a new syllabus;
- short training courses on specific matters which might have been agreed with the headteacher through the performance management process, for example a new or existing ICT package.

30. Much of this activity is funded through the revenue support settlement and Better Schools Fund (BSF).

Individual professional development

31. Teachers also undertake further professional development themselves, on an individual or collaborative basis. These activities are extremely wide ranging, and might include:
- formal accredited learning, such as a higher degree course;
 - less formal learning such as a visit to a local school to observe good practice or a group of teachers working together to solve a particular problem or develop a particular area;

- activities funded through the GTCW individually focused professional development funding programme, administered on behalf of the Assembly, for example professional development bursaries, teacher sabbaticals or professional development networks;
- activities funded through specific schemes established by the Assembly such as Iaith Pawb;
- activities initiated by the teacher on a personal basis outside of their teaching posts, but which nonetheless have a positive impact on their teaching and careers, for example a Welsh Language course or counselling course;
- the professional development which is a natural outcome of a teacher’s everyday professional practice. This might include, for example teaching a new subject or year group for the first time, taking on new responsibilities on a temporary basis or supervising a school trip for the first time.

PART A

The Recording of
Teachers’ Professional Development
and Self-reflection on this by Teachers
(Strand 3)

Chapter 2
Current arrangements

32. A number of systems already exist in Wales 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. These include:

National professional development linked to the milestones in a teacher’s career

The Career Entry and Development Profile

33. All new teachers are provided with a Career Entry and Development Profile on completing Initial teacher education and training (ITET). The purpose of the Career Entry and Development Profile is to support the transition from ITET to Induction by:

- providing information, in relation to the Standards for the award of Qualified Teacher Status (QTS), about the newly qualified teacher’s (NQT) strengths and priorities for further professional development;
- requiring NQTs to set objectives for professional development and to develop an action plan for the Induction period;

34. All newly qualified teachers are responsible for sharing their profile with their Induction Tutor when they start their first teaching post.

35. In its survey *Early Professional Development – Newly Qualified Teachers 2001 - 02*, Estyn considered the use and adequacy of the Career Entry Profile as a supportive professional development tool for teachers and their schools.

Statutory Induction

36. Under Welsh Assembly Government statutory Induction arrangements, NQTs, schools and LEAs are required to complete a number of standard forms during the Induction period. For example:

- objective and action planning forms. These require details of areas for development with related timescales and support arrangements;
- lesson observation planning sheets and actual lesson observations;
- self-evaluation and reflection sheets;
- records of review meetings and formal assessments against the End of Induction Standard.

37. Much of the information is required on a termly and ongoing basis.

Early Professional Development (EPD)

38. Following the successful completion of Induction, all teachers in Wales are entitled to two further years of Early Professional Development (EPD). During this time, teachers are expected to continue reflecting on their progress and develop an action plan that supports their EPD. Forms which teachers might or must complete during their first three years include:

- a number of forms to assist them in reviewing Induction;
- a Planning form for each year of EPD;
- an Evaluation form for each year of EPD.

Threshold and other pay standards

39. In seeking assessment against the Threshold Standard, teachers must set out evidence against each of eight standards.

40. The Threshold Support Pack for schools states that there is no requirement for teachers to prepare portfolios of supporting evidence; however, teachers must have access to all evidence cited and any key supporting material, such as feedback from classroom observation, pupils’ work, their own records or schemes of work.

41. Beyond Threshold, further evidence then needs to be gathered when a teacher progresses through the upper pay scales.

42. The Council acknowledges that there are also recording requirements for the pay standards of Advanced Skills Teacher and the Excellent Teacher Scheme. However, as such positions have not been widely introduced in Wales, the Council will not give coverage to these arrangements here.

The National Professional Qualification for Headship (NPQH)

43. In making an application for NPQH, teachers need to draw heavily on the professional development they have previously undertaken and their experiences. They also need to capture and reflect upon their further learning and development as they progress through the programme. For example:

- in making an application for NPQH, candidates need to give details of the significant aspects of their professional development over the past three years, explaining how these aspects have made a difference to their current role and helped to prepare them for leadership and management;

- teachers undertaking NPQH must set up and maintain a professional development log. This is a record of a person’s professional development, starting at the point of entry into the NPQH, followed by details of what has been learned from the training, attempts at self development and what has been learned by the person from self-reflection.

The Professional Headship Induction Programme (PHIP) and the Leadership Programme for Serving Heads (LPSH)

44. One of the key elements of PHIP is the Professional Headship Profile. This constitutes a central planning and guidance instrument that spans from appointment to the end of the first two years of headship. The profile has five main intentions:

- to allow participants to reflect on their formative professional development as a headteacher;
- to support the identification of participants’ training needs, and to contribute to the planning and implementation of a continuing professional development programme that meets their needs and those of their school;
- to help participants make judgements about the effectiveness of their actions;
- to help participants make informed judgements about the professional development activities they have undertaken. These judgements will help them to make informed choices about the effective use of funding during the programme;
- to provide participants with a navigational and informational tool for the period of their induction into headship.

45. Estyn made reference to the Professional Headship Profile in its 2004 survey, *Impact on the Professional Headship Induction Programme*. In particular, it was reported that the Profile was little-used by new headteachers.
46. The LPSH was re-launched in April 2007 in Wales. Participants are required to record a number of details. In particular, as part of the application and orientation phases, participants and their colleagues in school are required to complete questionnaires about their professional characteristics, leadership styles and school climate.

Piloting of Chartered Teacher

47. A Chartered Teacher programme will be piloted in Wales from September 2007, with the intention of the first programmes opening in September 2009.
48. As part of the accreditation route to Chartered Teacher, teachers will be expected to prepare and submit a portfolio of evidence to demonstrate that they meet the standards for Chartered Teacher.

Professional development organised by a school, LEA or other organisation

49. As described in Chapter 1 (paragraphs 26 to 31), the professional development undertaken by teachers is by no means restricted to that which is national and specifically linked to the milestones in a teacher’s career.
50. Schools and LEAs organise a variety of professional development activities for teachers. Teachers also undertake further professional development themselves, on an individual basis. Examples are set out in Chapter 1.

51. The extent to which teachers capture this professional development activity and routinely reflect upon it is very variable. However, three points are noteworthy:

Performance management

52. Performance management arrangements now apply to all teachers employed at schools in the maintained sector. It sets a framework for teachers and their team leaders to agree and review priorities and objectives in the context of school development plans. Each school must have a performance management policy in place. The following standard documents have been developed by the Welsh Assembly Government:
- an Individual Plan, which includes a statement of objectives for the year, training and development requirements and a self-evaluation of one’s own performance;
 - lesson observation, assessment proformas and logs;
53. Performance management helps teachers in planning and recording their professional development and reflecting upon it. However, because systems vary from school to school this information is not always in a standardised format and does not generally follow teachers when they change school.

A Professional Development Portfolio

54. Teachers are encouraged by the Assembly to start to keep a ‘file’ during their Induction period, add to it during Early Professional Development (EPD) and then maintain it throughout their career.

55. The Assembly Induction and EPD Handbook states that this will allow NQTs to store details and reflections on their professional development activities, and might include:
- Curriculum Vitae;
 - brief information about their current school;
 - Career Entry and Development Profile;
 - professional development activity records and reflections;
 - copies of assessment reports made by headteachers;
 - evidence against the end of Induction Standard;
 - pupils’ work, photographs and materials.
56. The Assembly does not offer any standardised format for this portfolio or make its collation mandatory.
57. In addition, a number of schools, LEAs / Consortia and subject areas (notably Physical Education) have introduced or encouraged teachers to prepare and maintain portfolios of their professional development and to use them in the process of professional reflection, review and action.
58. Despite these developments, the number of teachers who have developed and who maintain portfolios is variable.

The Register of Qualified Teachers in Wales

59. Assembly Regulations set out the information that may be recorded against a teacher’s name on the Register of Qualified Teachers. Details about key professional qualifications are held on the Register. This information includes:
- degree or equivalent qualifications;
 - initial teacher education and training (ITET) and Qualified Teachers Status (QTS);
 - statutory Induction;
 - Threshold;
 - the National Professional Qualification for Headship (NPQH).
60. It is also the Council’s intention to record details about the Chartered Teacher Programme on the Register, on its introduction in September 2009.

Chapter 3
Issues and challenges

61. As illustrated in Chapter 2, teachers, their schools and others such as LEAs are required to record a significant amount of information about professional development. However, a number of limitations and difficulties are evident:

No coherence in existing recording / reflection arrangements for national professional development linked to the milestones in a teacher’s career

62. When one considers the existing arrangements for national professional development linked to the milestones in a teacher’s career, it is apparent that the volume of information which teachers must collect, record and reflect upon is not only significant, but also unduly onerous and bureaucratic.
63. It is also clear that each of the existing processes was developed in isolation, with little reference to what was already in place. For example, the recording arrangements for Threshold were developed before those for Induction and Early Professional Development. Taken as a whole, the current recording and reflection arrangements lack coherence and consistency.
64. There would seem to be merit in reviewing these arrangements in their entirety, with a view to:

- reducing the amount of recording and level of bureaucracy for teachers, schools and others;
- rationalising the existing recording requirements;
- bringing greater coherence to existing arrangements.

No requirement for teachers in the middle of their careers to record their CPD

65. The requirement for a teacher to record his / her professional development is mainly prevalent:
- in the early stages of a career in teaching and national arrangements, such as Induction, EPD and when seeking to meet the Threshold Standards;
 - for those who aspire to Headship and consequently follow the NPQH and PHIP.
66. However, the majority of teachers do not fit into these two groups. While the introduction of performance management and the encouragement for more teachers to maintain professional development portfolios has improved matters, practices and arrangements vary considerably for teachers between schools and LEAs.

67. This piecemeal approach is unhelpful if teachers are to use this information to their benefit, by regularly and analytically reflecting on their professional development and careers.

The need for teachers to routinely reflect on the professional development they undertake

68. While there is a good deal of emphasis on teachers recording their professional development in Wales, there is far less focus on teachers actually reflecting on the professional development they undertake and considering their future needs and career aspirations. Of particular concern is the fact that:

- most information which teachers record is primarily captured for **functional purposes**. This is particularly true in the case of national professional development linked to the milestones in a teacher’s career;
- there are no common guidelines which encourage teachers to routinely reflect on the professional development they undertake, whether this be within the performance management framework in schools or outside it;
- there is little training, mentoring, coaching or advisory support available to assist teachers in analytically reflecting on their CPD and considering their future needs and career aspirations.

69. Evidence of these difficulties has been identified by Estyn in a number of its surveys commissioned by the Assembly. For example, the survey *National Headship Development Programme – Advice on developments in leadership programmes for headteachers 2005 - 2006*.

The need for a standardised Professional Development Portfolio

70. As explained in Chapter 2, there has been an increase in the number of teachers who maintain a Professional Development Portfolio, particularly newly qualified teachers.
71. However, no steps have been taken by the Assembly to develop a ‘standardised’ Portfolio format for all teachers or any accompanying guidance to assist them. Indeed, Assembly Induction and EPD guidance for teachers merely refers to setting up a ‘file’. As such, the Council has found that a range of format and versions are in use across schools, LEAs (and consortia) and subject areas.

72. The Council sees great benefit in establishing a consistent means for all teachers to record and reflect upon their professional development, regardless of where they work and the stage they are at in their careers.

An over-reliance on paper-based recording

73. Teachers’ professional development records are largely paper-based. Administratively, this is very onerous and means that professional development information is difficult to maintain. This in turn makes it difficult to use this for the purpose of self-reflection.
74. There are a number of technological solutions available on the open market for professionals to record their CPD. Indeed, the Department for Education and Skills (DfES) developed such an electronic Professional Development Record, with accompanying guidance and exemplars for teachers’ use in 2001. However, both knowledge of its availability and use of it by teachers in Wales is very limited.

Clarity on access to professional development records

75. An issue that has not been explored to date is who owns records about a teacher’s professional development and who should be entitled to access them.
76. Information is recorded in a number of ways, for example:
- detailed records relating to teachers’ achievement in national programmes, for example NPQH;
 - school performance management records;
 - a teacher’s own details and reflections, often set out in their Professional Development Portfolio;

- information on the GTCW Register of Qualified Teachers;
 - course evaluation and feedback forms.
77. Given the range of information now captured on a teacher’s professional development, this is an issue which needs detailed exploration. Particularly relevant to deliberations on this matter are the following:
- if teachers are to reflect analytically and critically on their CPD, they need to be assured that such reflections are not used by others in a less constructive way;
 - information recorded in central records might be positive, negative or ‘constructive’;
 - Data Protection and Freedom of Information legislation places certain legal duties on persons and organisations that hold personalised records.
- Weaknesses compared to other professions and the teaching profession in other countries**
78. It is evident that lessons can be learned from observing the recording and reflection arrangements used in other professions and by the teaching profession in other countries.
79. For example:
- all teachers in Scotland are required to maintain a CPD Portfolio. In addition, the national CPD team within Learning and Teaching Scotland is implementing an I.T.-based personalised system which will allow teachers to:
 - enter and maintain their individual profile;
 - consider their career and aspirations;
 - reflect on their achievements and targets and link these to national and local standards / career pathways;
 - keep a diary of professional development activities they are undertaking;
 - manage their own portfolio of CPD and CV online.
 - the Law Society publishes detailed guidance for solicitors to aid them in planning, recording and reflecting upon their training. The maintenance of a training record is a requirement under Regulations;
 - the Chartered Institute of Personnel and Development (CIPD) sets out clear structures for its members to record and plan their professional development;
 - the Health Professions Council requires all registrants to maintain a continuous, up-to-date and accurate record of their CPD activities and to present a written profile on request;
 - the Chartered Institute of Linguists has a standardised Continuing Professional Development Record for its members to use in planning, recording and reflecting upon their professional development.

The views of the profession

80. Each of the issues described above was widely acknowledged by respondents to the Council’s consultation as being matters which Strand 3 of a Professional Development Framework should seek to address. Views of consultees are summed up in the following responses:

- “the analysis provided is comprehensive and illustrates quite clearly the current complexity and, in particular, the ad hoc way in which arrangements have evolved. It is therefore essential that a more strategic and streamlined set of arrangements are put in place to make the recording of teachers’ CPD more meaningful and manageable”;
 - “continuity is needed from ITET to higher levels of CPD to ensure progression is clearly visible and achievements are all recorded. Accessibility would be better if one format is kept throughout CPD”.
 - “currently the bureaucracy is onerous. Rationalising recording, particularly on-line, would be very welcome”;
 - “the job is full of paperwork and collecting information – reducing this would lighten the load. An electronic-based system is needed that is standardised throughout”.
81. The Council is firmly of the view that these issues and challenges need to be addressed in seeking to improve the arrangements for recording teachers’ professional development. Subsequent chapters set out the principles and specific recommendations for doing so.

Chapter 4

Proposed revisions and improvements to existing arrangements

82. Having explored the existing arrangements in place in Wales, this chapter makes recommendations to address each of the areas identified and shortcomings therein.
83. Before doing so, the Council considers that there is a need to establish a number of principles which should underpin the recording of teachers' professional development and self-reflection upon it. Such underlying principles are important if teachers are to see the benefits of recording their CPD.
- Key principles which might underpin the recording of a teacher's professional development
84. The following key principles are proposed:
- (a) All teachers **should** expect to record details of their professional achievements **throughout their careers**, whether these relate to:

- national professional development linked to the milestones in a teacher's career;
 - professional development activities organised by a particular school, LEA or other organisation;
 - activities undertaken on an individual basis;

(b) The recording of teachers' professional development **should be kept to a minimum**. There should be no duplication or unnecessary bureaucracy for teachers.

(c) The systematic recording of CPD in **a single place** by teachers would give them a means to:

- draw evidence easily from one place and use it to:
 - demonstrate that they are meeting the professional standards for any of the professional milestones, namely QTS, Induction, Chartered Teacher or NPQH;
 - demonstrate that they are meeting any of the pay standards such as Threshold;
 - inform the performance management process in their school;
 - gather evidence for the accreditation of prior learning in respect of academic and / or professional qualifications.
 - reflect analytically on their own practice, with a view to helping them to:
 - analyse their practice and set learning priorities for themselves;
 - improve their own practice;
 - have a positive impact on pupils' learning and achievement;
 - plan their careers and future professional development;
 - help them to take ownership of their own professional and career development;
 - enable them to share and celebrate their professional achievements with others,
- where appropriate, for example, with schools, LEAs and others.
- The views of the profession
85. The principles described above were strongly supported by respondents to the consultation. Examples of comments made by respondents to the consultation included:

- "the key principles are laudable and reflect a modern conception of teacher professionalism. Moreover, the emphasis and importance of lifelong learning and manageability of process is welcomed. The move from simple functional CPD to analytical reflection is a key development which acknowledges the intellectual basis of teaching over a simple mechanistic view. Teachers should welcome this shift in emphasis";
 - "it seems that having one system of recording for all stages would be advantageous. Having a national system would bring consistency";
 - "if we are to develop a teacher's professional skills throughout their careers, systematic recording is critical";
 - "recording itself can be valuable and contribute considerably to the Professional Development of certain individuals".
- Review of existing arrangements and greater coherence in the future
86. The Council recommends that a review by the Assembly of the recording arrangements and paperwork for all national professional development linked to the milestones in a teacher's career should commence as soon as possible, and to be completed by no later than 2010.

87. The objectives of the review should be to:

- reduce the amount of work and unnecessary bureaucracy for teachers, schools and others in recording details of professional development;
 - assess the coherence and consistency of the existing recording arrangements, with a view to rationalising and reducing the extensive paperwork which teachers, schools and LEAs must currently complete;
 - bring greater coherence to the existing recording arrangements as a whole;
 - move from the descriptive recording of professional development to the analytical, evaluative and reflective recording of professional learning.
- Recommendations:
- The Council recommends that the Assembly embraces the key principles established in paragraph 84 in respect of the recording of teachers' professional development and reflection upon it.
- 20

General Teaching Council for Wales – Professional Development Framework for Teachers in Wales

General Teaching Council for Wales – Professional Development Framework for Teachers in Wales

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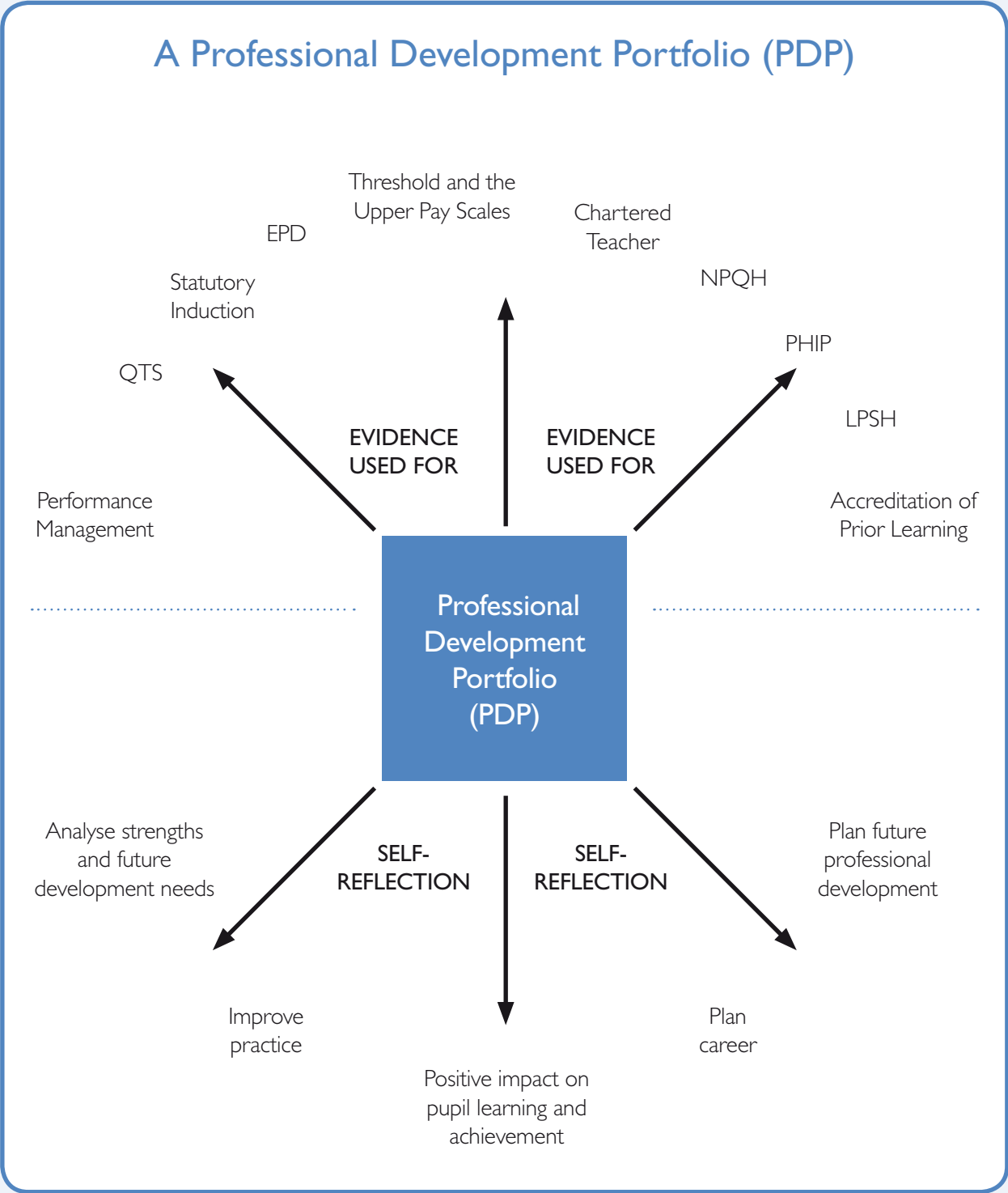
88. The review should cover:
- the Career Entry and Development Profile;
 - Statutory Induction;
 - EPD;
 - Threshold and the upper pay scale progression;
 - the National Headship Development Programme, including NPQH, PHIP and LPSH;
 - Performance Management;
 - details held on the Register of Qualified Teachers in Wales.
89. The review should also take account of the recording and reflection arrangements for the Chartered Teacher programme due to be launched in September 2009.
- The views of the profession
90. Respondents to the Council's consultation welcomed the proposal for a review of current recording arrangements, considering this to be both appropriate and timely. As one might expect, the objective of rationalising and reducing the extensive paperwork which teachers,
- schools and LEAs must currently complete when recording CPD was seen as particularly attractive amongst teacher unions and individual teachers. Consultation responses included:
- "this is an important issue which needs to be resolved as soon as possible. Current arrangements appear to be complex and are no longer fit for purpose in the context of a more strategic approach to career-long CPD. It is also essential that the best practice in other professions informs the way forward";*
 - "the Union is pleased by GTC Wales' recognition that, as regards teachers' professional development, the current recording and reflection arrangements lack coherence and consistency and that there would seem to be merit in reviewing these arrangements in their entirety";*
 - "existing processes have been developed in isolation and a coherence covering the whole professional development framework needs to be established";*
 - "It seems that having one system of recording for all stages would be advantageous; having a national system would bring consistency";*
 - "It should be a continuous process – each level leading into the next".*

Recommendations:

The Council recommends that the Assembly undertakes a review of the recording arrangements and paperwork for all national professional development linked to the milestones in a teacher's career should commence as soon as possible, and to be completed no later than 2010.

A Professional Development Portfolio (PDP)

91. The Council recommends that a single, consistent means for all teachers to record and reflect upon their professional development should be established.
92. In achieving this, the Council proposes the introduction of a **single** Professional Development Portfolio for all teachers. The Portfolio should have the following characteristics:
- it should offer a standard format for all teachers in Wales to use to record their professional development through the entirety of their teaching careers. This would help all teachers specifically to address the objectives set out in paragraph 84.
 - it should be integral to existing recording arrangements / requirements not additional. The Council is seeking to streamline and bring clarity and consistency to existing recording arrangements. The Portfolio must not increase bureaucracy or workload for teachers;**
 - it should be electronic and web rather than paper-based.** As such, the Council proposes it forms an extension to the Register for Qualified Teachers in Wales. This is a familiar practice / model in a number of other professions;
 - clear rules on access and ownership should be established, in order that teachers can use the PDP with confidence, knowing that their records will remain confidential to them. Consideration should be given to developing the PDP so that others such as Headteachers, mentors and coaches might have access to certain high level information in the future, with the teacher's agreement;
 - it should be complemented by clear guidance to assist teachers in using it as an effective reflective tool;
 - because of the need to reduce bureaucracy for teachers in recording their CPD, the Portfolio should be mandatory for all new teachers from 2010 and phased in for existing teachers, thereafter;
93. The Council proposes that it takes the lead in developing and piloting a Professional Development Portfolio for teachers, through full consultation with the profession. It is suggested that this pilot involves a cross-section of the profession, including newly qualified teachers, experienced teachers and Heads / Deputies. Other organisations and individuals in Wales with experience in developing and using Professional Development Portfolios would also be involved.
94. The use of a portfolio or central CPD record is already prevalent in a number of schools / LEAs, as well as being common in other professions. For example, the Council is aware that the South East Wales Consortium of LEAs is currently introducing a standardised portfolio for teachers as part of a broader CPD management system across the five LEAs in the consortium. In addition, the Law Society, the Chartered Institute of Personnel and Development (CIPD), the Health Professions Council and the Higher Education Academy all have Professional Development Portfolio criteria and arrangements in place.



Views of the profession

95. The introduction of a PDP was strongly supported by respondents to the Council's consultation:
- “we support the view that teachers' professional development should be of the highest quality and relevance to their work and that evidence of this should be recorded in one place. We endorse the aspirations ... to increase coherence, reduce bureaucracy and rationalise recording requirements. We feel that a professional development portfolio would provide an excellent continuum from a career development entry profile and build on the focus on reflective practice begun with initial teacher education and training”;
 - “existing recording / reflection arrangements should be streamlined and cohesive. A standardised Professional Development Portfolio, which was not wholly paper-based, should be introduced. Professional development records should be maintained”;
 - “currently there is great inconsistency from school to school and LEA to LEA, a standardised teachers' professional development portfolio would be of great benefit”;
 - “teachers should be encouraged to collate evidence of good practice throughout their career and not just in the early years of their careers. Ownership of an individual's development should be encouraged”.
96. While supporting the introduction of a PDP, some respondents did, however feel that the Council needed to be cautious in this area. In particular, some respondents considered that the introduction of a mandatory PDP could be a sensitive issue amongst some teachers, with concerns that it could mean an increase in workload and bureaucracy rather than a reduction. As such, it was thought essential that the Assembly secured 'buy-in' from the profession. To this end it is felt that, comprehensive piloting and extensive consultation with teachers is key to effective implementation of a PDP.
- “the Union supports the development of a Professional Development Portfolio for all teachers. We have always maintained that teachers should have a right to CPD, at appropriate times, throughout their careers. The requirement to keep a portfolio should, if it works effectively, help teachers to record and thus keep track of the experiences they have had and also encourage those few managers who are somewhat reluctant to release teachers for CPD opportunities to realise the proper value of CPD”;
 - “if we are to develop a teacher's professional skills throughout their career, systematic recording and development of PDPs are critical”;

Recommendations:

The Council recommends:

- the introduction of a standardised Professional Development Portfolio (PDP) for all teachers in Wales;
- the Professional Development Portfolio should have the following characteristics:
 - it should offer a standard format for all teachers in Wales to use to record their professional development through the entirety of their teaching careers;
 - it should be integral to existing recording arrangements / requirements not additional. The Council is seeking to streamline and bring clarity and consistency to existing recording arrangements. The Portfolio must not increase bureaucracy or workload for teachers;
 - it should be electronic and web rather than paper based. As such, the Council proposes it forms an extension to the Register for Qualified Teachers in Wales;
 - clear rules on access and ownership should be established, in order that teachers can use the PDP with confidence, knowing that their records and reflections will remain confidential to them;
 - it should be complemented by clear guidance to assist teachers in using it as an effective reflective tool;
- the Assembly invites the Council to take the lead in Wales in developing and piloting a Professional Development Portfolio for teachers, through full consultation with the profession;
- due to the need to reduce bureaucracy for teachers in recording their CPD, the Portfolio should be mandatory for all new teachers from 2010 and phased in for existing teachers, thereafter.

Analytical reflection – a cultural shift towards professional learning

97. However, the Council believes that a Professional Development Portfolio **must not** be seen as the sole instrument for change.
98. The Council advises that a cultural shift is needed in education in Wales, resulting in a greater emphasis on teachers' analytically reflecting upon their professional development. However, such fundamental change will not happen by itself.
99. To aid this change, the Council recommends that the Assembly needs to develop a strategy aimed at recognising the importance of systematic and analytical reflection and ensuring that teachers have greater support in doing this. This should include the Assembly:
- equipping teachers with relevant knowledge and skills in this area through the existing national professional development programmes, including initial teacher education and training, Induction, EPD, Headship and in future Chartered Teacher;
 - developing detailed guidance to assist teachers in reflecting upon their CPD and subsequently planning their career progression and further professional development needs;
 - ensuring that training, mentoring and coaching support is readily available to assist teachers with this at a local level, notably within schools and LEA advisory services. Persons providing that support must be suitably experienced and fully trained in such practices. Council believes that a mainstreamed Chartered teacher programme will include modules designed to develop teachers' mentoring and coaching skills. This should help to provide a supply

of high-quality middle leaders with the necessary skills;

- ensuring that teachers have sufficient time between their professional development activities (particularly for national professional development linked to the milestones) and within the performance management process for proper reflection and to assess the impact of their professional development in their classrooms.

The views of the profession

100. The importance and emphasis given by the Council to teachers having greater opportunities to reflect properly on their professional development was strongly supported by respondents to the Council's consultation. For example, comments included:
- "it should be self-evident, but many teachers will need sensitive support in learning how to reflect on their professional development";
 - "opportunities to reflect are very important if the full benefits of CPD are to be obtained";
 - "there needs to be guidance assisting teachers in reflecting on their CPD in order to gain maximum benefit";
 - "time and support in the form of a mentor is essential for the reflective section to have a real impact on teaching and learning. If the teacher is expected to fit the activity into a few minutes without the opportunity to talk to their mentor, department or colleagues about their thoughts and ideas they will not act on the INSET to improve teaching and learning and therefore the INSET activity would not be beneficial to them or the school".

101. In making these recommendations, the Council appreciates that there would be challenges for the Assembly and some of the changes would take time to implement, in particular:
- there would be cost and resource implications in establishing and training sufficient numbers of mentors and coaches in schools and LEAs;
 - there would be cost and time implications in giving teachers time out to properly and systematically reflect on their professional development;
- any such initiatives would need to be embedded into existing arrangements rather than being a new development or 'add-on'.
102. These practical issues were acknowledged by a number of respondents to the Council's consultation.

Recommendations:

The Council recommends:

- the Assembly develops a strategy in line with the timescales for the review at paragraph 86, which recognises the importance of teachers reflecting analytically upon the CPD they undertake and supports them in undertaking such reflection. The key elements of such a strategy should include:
 - reviewing the content of the existing national professional development programmes, (including initial teacher education and training, Induction and EPD) with the intention of helping teachers to develop comprehensive skills of self reflection;
 - making available high quality training, mentoring and coaching support to assist teachers in reflecting upon their CPD, notably within schools and LEA advisory services bearing in mind that a mainstreamed Chartered Teacher programme will help to provide a supply of high quality mentors and coaches in due course;
 - ensuring that there is sufficient time for teachers between their professional development activities (particularly for national professional development linked to the milestones) and within the performance management process for proper reflection and to assess the impact of their professional development in their classrooms;
 - inviting the Council to take the lead in developing detailed guidance to assist teachers in reflecting upon their CPD and subsequently planning their career progression and further professional development needs;
- The Council recommends that school leadership teams and LEAs recognise the value that mentoring and coaching can play in the professional development of teachers and develop these roles within their schools.

PART B

The Quality Assurance of Teachers’ Professional Development and its Providers (Strand 4)

Chapter 5

Current arrangements

103. As described in Chapter 1, teachers undertake a vast range of professional development activities. These activities fall into three broad groups:

- national professional development linked to the milestones in a teacher's career;
- professional development activities specifically organised by a particular school, LEA or other organisation;
- individual professional development.

National professional development linked to the milestones in a teacher's career

104. The Welsh Assembly Government invests a significant sum of money into national professional development programmes, linked to the milestones in a teacher's career. Namely, QTS, Induction, EPD, NHDP (NPQH, PHIP and LPSH). An analysis by the Assembly in 2006 confirmed this figure at over £8 million annually.

105. The current arrangements for the quality assurance of providers of teachers' professional development and their programmes are shown in the following table.

106. In considering the table, a number of points are of note:

The nature of CPD delivery

107. The national programmes fall into two broad categories:

- Structured programmes delivered by one or more providers – QTS, Induction, NPQH, LPSH and in future, Chartered Teacher.
- Programmes where guidance has been developed by the Assembly (or a contractor organisation), but where there is a high level of flexibility for teachers to tailor programmes to their own needs – EPD and PHIP. With such programmes, mentor or advisory support is generally provided by a school and / or LEA and funding can be spent on a range of CPD activities. The providers of such activities include private sector providers, publicly funded bodies (for example, Higher Education institutions) or LEA Advisory services.

108. The providers and programmes in the first category above have clear quality assurance and accreditation arrangements in place. However, quality assurance details for providers and activities within the second category above have not been defined or specified by the Assembly. For example, a teacher / school may spend a proportion of his / her EPD or PHIP funding on a course of their choice, however; there is no requirement for this provider / activity to meet a certain specified standard / quality.

The role of Estyn

109. Estyn has a large part to play in respect of the quality assurance of national professional development linked to the milestones in a teacher's career; through the inspection of certain providers and programmes.

Quality assurance of providers of teachers' professional development and their programmes					
Professional milestone	Professional development programme		Provider(s)/ Administered by	Quality assurance/ Accreditation of provider	Quality assurance of programme
Headship & Senior Leader	National Professional Qualification for Headship (NPQH)	Further professional development on completion	CELT	Assembly (through award/ renewal of contract)	Estyn*
		Professional Headship Induction Programme (PHIP)	Administered by Serco Cymru	Assembly (through award/ renewal of contract)	Estyn*
		Leadership Programme for Serving Heads (LPSH)	Administered by Serco Cymru	Assembly (through award/ renewal of contract)	Estyn*
Chartered Teacher	Chartered Teacher Programme (To commence September 2009)		To be determined	GTCW	GTCW
Induction	Statutory Induction Programme		Schools/LEAs based on Assembly guidance	Estyn (Schools) Wales Audit Office (LEAs)	Headteacher/ LEA, Estyn*
		Early Professional Development (EPD)	Schools/LEAs based on Assembly guidance	Estyn (Schools) Wales Audit Office (LEAs)	Headteacher, Estyn*
Qualified Teacher Status (QTS)	Programme of initial teacher training		Initial Teacher Education and Training Institutions	HEFCW accredits institution. The Quality Assurance Agency for Higher Education	Estyn
	An Employment based route such as the Graduate Teacher Programme		Schools	Estyn*	Assembly

(*) These providers and programmes are inspected and evaluated by Estyn only when directed to do so by the Welsh Assembly Government

110. Part of Estyn's role in respect of the evaluation of providers and programmes is directed by the Welsh Assembly Government. That is, some providers and programmes are inspected and evaluated only when remitted by the Welsh Assembly Government.

111. Inspection / evaluation is generally periodic and on a sampling basis. For example, the following surveys have been undertaken by Estyn in recent years:

- Teacher Induction and Early Professional Development 2005-06;
- Early Professional Development and Newly Qualified Teachers 2001-02;
- Impact of the Professional Headship Induction Programme and Impact of the Leadership Programme for Serving Headteachers 2004;
- National Headship Development Programme – Advice on developments in leadership programmes for headteachers 2005 – 2006;
- Review of the revised National Professional Qualification for Headship 2007.

112. Each of these surveys has included comments and recommendations for improvements in the quality of particular national professional development programmes.

Providers' own quality assurance arrangements

113. The organisations and higher education institutions categorised in the table all have their own internal arrangements, standards and controls in place to assure the quality of the programmes they provide.

114. For example, in the case of initial teacher education and training, new programmes and revisions to existing programmes have to be validated. These validation exercises typically involve:

- academic staff responsible for delivery of the programme;
- academic staff not directly involved with the programme;
- experienced individuals external to the institution, including academic staff from other institutions and experienced school teachers.

115. Providers' own quality assurance arrangements also usually include an opportunity for participants to evaluate programmes themselves and provide feedback. This information is used by providers in refining and shaping their programmes for the future.

Professional development organised by a school, LEA or other organisation

116. As already discussed in this consultation, teachers undertake a vast range of professional development over and above national programmes linked to the milestones. This CPD falls into two groups:

- Professional development activities organised by a school, LEA or other organisation. This includes in-service training, advisory support and tailored courses;
- Individual professional development undertaken by teachers. For example, higher degree courses, the observation of best practice, activities funded through the GTCW individually focused CPD funding programme or teachers working collaboratively to develop a particular area.

Providers

117. Much of this professional development is provided by the following organisations:

- Schools;
- LEA Advisory services;
- higher education institutions;
- private sector providers;
- other organisations, for example CELT, WJEC.

118. Examples of such professional development activities are:

- in-service training courses covering a range of matters such as behaviour management, learning strategies, health and safety or inclusive education;
- direct support at a departmental or whole school level, often through the use of specialists from the LEA advisory team;
- school leadership modules (SLMs) or middle level leadership training, often run in liaison with a higher education institution;
- 'refreshment' CPD, which will enable teachers to keep their knowledge up-to-date with various processes, systems or statutory requirements. A typical example might include a session run by an examination board concerning the introduction of a new syllabus;
- short training courses on specific matters which might have been agreed with the headteacher through the performance management process, for example a new or existing ICT package;

- formal accredited learning, such as a graduate certificate, graduate diploma or higher degree course;
- some activities funded through the GTCW individually focused professional development funding programme, administered on behalf of the Assembly;
- activities funded through specific schemes established by the Assembly such as laith Pawb;

119. As with the national programmes for EPD and PHIP, teachers / schools are at liberty to spend funds on providers / activities of their own choice.

120. The extent to which this professional development or its providers are currently quality assured varies. This is particularly the case where activities are offered by private providers.

Informal professional development

121. Some professional development undertaken by teachers is of a more informal nature. For example:

- less formal learning such as the observation of good practice within a teacher's own school or at another school;
- activities initiated by the teacher on a personal basis outside their teaching posts, but which nonetheless have a positive impact on their teaching and careers;
- teaching, by its very nature results in a teacher developing professionally as a natural outcome of his / her everyday professional practice. This might include, for example teaching a new subject or year group for the first time, taking on new responsibilities on a

temporary basis or supervising a school trip for the first time.

I22. These activities are not formally quality assured.

National quality assurance and accreditation systems

I23. An increasing number of schools have national accreditation in the form of awards such as:

- Investors in People (IIP);
- the Basic Skills Quality Mark;
- the European Foundation for Quality Management (EFQM);
- the awards available through the International Organisation for Standardisation (ISO);
- the Charter Mark for Customer Service.

Chapter 6
Issues and challenges

No guarantee that all professional development activities are of an appropriate quality

I24. A number of national professional development programmes have clear arrangements for quality assurance, namely programmes leading to the award of QTS, Induction, NPQH and LPSH.

I25. However, outside of these national professional development programmes, few steps have been taken by the Assembly to define or establish consistent quality assurance systems or arrangements for providers of CPD or their programmes. This is particularly true for:

- the national programmes for EPD and PHIP. These programmes allow teachers a high level of flexibility (with mentor support) to tailor programmes to their own needs and spend funding on professional development activities of their own choice. This is particularly the case in respect of Early Professional Development and PHIP. According to Estyn, the quality of such activities is variable and teachers do not always receive professional development of an acceptable quality.
- professional development activities provided by private sector providers, schools, LEAs and others.

I26. As such, there is no guarantee that 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.

I27. The Welsh Assembly Government invests over £8 million annually on national CPD programmes and over £50 million annually into activities at an LEA, school or individual level. The lack of formal, consistent quality assurance arrangements is, therefore, of concern.

I28. It would be beneficial to develop a position where providers of professional development activities are quality assured and / or accredited 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.

I29. In establishing such arrangements, it is acknowledged that certain professional development activities are extremely broad and often informal in nature (see paragraph I21). 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.

The number of organisations responsible for quality assurance

I30. As illustrated by the table in Chapter 5, responsibility for the quality assurance and / or accreditation of national professional development linked to the milestones in a teacher's career is vested in a number of organisations. Outside of national programmes, quality assurance arrangements are fairly random, with few formal system / arrangements in place.

I 31. A more common model in other professions, such as the medical profession or law is that a single organisation takes responsibility for the quality assurance of all providers and programmes.

I 32. Particularly noteworthy is the fact that a number of national programmes are subcontracted to private sector organisations (NPQH, PHIP and LPSH) to administer and run. Other than the irregular Estyn survey and their own internal arrangements, the quality assurance processes appear to be no more than renewal or re-tendering of contract. This arrangement is not generally mirrored in other professions.

I 33. These disparate arrangements do not aid consistency or coherence in respect of quality assurance.

Frequency and extent of evaluation and inspection

I 34. Some national programmes have to date undergone limited review by Estyn, for example PHIP, LPSH and EPD.

I 35. Given the level of funds invested by the Assembly annually, more regular and rigorous scrutiny is warranted and would help to identify improvements and eradicate difficulties with these programmes.

Wants versus Needs

I 36. There is a need to appreciate that some teachers undertake professional development, (for example, a particular course) which is inappropriate for them or for which they do not have the necessary pre-requisite skills.

I 37. It is important to ensure that teachers undertake professional development that is both relevant and suitable for them, in order for them

to gain the maximum benefit from undertaking it. If the recommendations in Part A of this consultation are supported and implemented this should help. This point was highlighted by Estyn in its review of the impact of PHIP in 2004 where it stated that there was a *"need to ensure that funds allocated to participants are used for appropriate purposes and are fully used"*.

I 38. The availability of good quality mentoring, coaching or advisory support at a school or LEA level to assist teachers can also play a crucial role. The point was highlighted in the following Estyn surveys:

- Teacher Induction and Early Professional Development 2005-06;
- Early Professional Development and Newly Qualified Teachers 2001-02;
- Impact of the Professional Headship Induction Programme and Impact of the Leadership Programme for Serving Headteachers 2004;

I 39. In these studies, while Estyn found many good examples of such support, room for improvement was identified in some schools / LEAs. The Council believes that the emphasis in the Chartered Teacher standards on leadership, mentoring and coaching will help provide a group of suitably qualified people to support other teachers in due course.

Other professions and the teaching profession in other countries

I 40. It is evident that lessons can be learned from observing the quality assurance arrangements and systems used in other professions and in the teaching profession in other countries. For example:

- in teaching in Scotland, the national CPD team which forms part of Learning and Teaching Scotland has been given a specific remit to maintain a Register of CPD Providers. In doing so, it is reviewing and updating the National Register of CPD Providers and accompanying Code of Practice which are currently in place in Scotland. In further developing and maintaining the Register, the system will provide an online platform available to Scotland's 800,000 school workforce and pupils;
- in addition, the **Teacher Development Agency for Schools (TDAS)** is developing a **national database for CPD provision and an accompanying Code of Practice for providers in England**. Following completion of a feasibility study in June 2007 the TDAS is aiming to consult on these arrangements in Autumn 2007, with a view to beginning a pilot of the national database by the end of the March 2008.
- the Law Society has a Register of external authorised CPD providers and a listing of courses and events it runs itself. To date, the Law Society has authorised some 1,200 providers to offer external training. Law firms can also apply to the Law Society to be authorised as an in-house CPD provider;
- the Chartered Institute of Personnel and Development (CIPD) maintains a list of approved training courses.

I 41. Indeed, the Welsh Assembly Government undertook work in developing a Register of approved providers and programmes for PHIP in 2003-04; however, this initiative was never implemented. It is perhaps only in Physical Education in Wales where such quality assurance processes have been embraced – namely the development of 'CPD-PE Standards and a Code of Practice for Providers'.

I 42. Each of the issues described above was widely acknowledged by respondents to the Council's consultation as being matters which Strand 4 of a Professional Development Framework should seek to address. Views by respondents included:

- *"the issue of the quality of the provision of CPD is fundamental. Providers should be registered";*
- *"I feel that all opportunities for professional development should be closely monitored and give value for money. Quality assurance is important";*
- *"greater focus is needed on quality assurance of providers i.e. private sector. Estyn is very much involved in quality assurance in schools";*
- *"it is important to ensure the quality of professional development and to expect a certain standard from the providers and consistency between them, as there are so many different providers and agencies at the moment";*
- *"we need to know who the best providers are, in terms of value for money and impact on School Improvement. We can learn much from the approach adopted by other professions with regard to this";*
- *"there is a difficulty in knowing how relevant a course is or how good it will be. An opportunity to use feedback from others would be a good way to gain information about a course";*
- *"a number of the 'informal' professional Development activities referred to by GTCW in its consultation are increasingly being taken on board by schools as highly structured professional development activities – particularly lateral capacity building between and across schools and action-based research approaches aimed at improving classroom-based practice".*

Chapter 7

Proposed revisions and improvements to existing arrangements

I43. Having explored the existing arrangements in place in Wales, this chapter makes recommendations to address each of the areas identified and shortcomings therein.

I44. Before doing so, the Council considers that there is a need to establish a number of principles which should underpin the quality assurance and accreditation of providers of teachers' professional development and their programmes.

The key principles which should underpin the quality assurance of providers of teachers' professional development and their programmes

- I45. The following key principles are proposed:
- some professional development cannot be formally quality assured. For example, visits to observe best practice, lesson observation, teaching a new subject or syllabus or that which is a natural bi-product of teaching;
 - quality assurance arrangements must cover **both** providers and their programmes;
 - where public funds or a teacher's own funds are used for professional development activity, there needs to be an assurance that a **minimum level of quality and consistency** is guaranteed;
 - professional development provision related to the milestones covered by the Professional Development Framework

- should be quality assured and routinely inspected;
- professional development available through external providers should be quality assured. This should include private providers, LEAs, schools, higher education institutions and others;
 - there is a danger that quality assurance activities can generate a lot of paperwork / output. The Council wants to avoid this. **Systems and arrangements should not create workload or bureaucracy for teachers.**
 - high quality mentoring, coaching and advisory support should be available to teachers at school and / or LEA level to assist teachers in planning their CPD. This will help to ensure that 'needs' are adequately assessed in planning teachers' CPD.

I46. The principles described above were strongly supported by respondents to the consultation. Examples of comments made by respondents to the consultation included:

- *"the principles outlined are laudable as is the condition that systems and arrangements should not create workload or bureaucracy for teachers";*
- *"the union is in general agreement with the key principles outlined ...; these should underpin the quality assurance of teachers' CPD and its providers";*

- *"there needs to be an in-built recognition that some CPD activities, by their nature, cannot be quality assured. I agree with a minimum set of standards for providers";*
- *"needs to have minimum standards in place, but not create extra workload for teachers";*
- *"the key principles are obvious ones that are a platform to improving provision for Welsh teachers".*

Recommendations:

The Council recommends that the Assembly embraces the key principles established in paragraph I45 in respect of the quality assurance of professional development providers and programmes for teachers.

Review of existing arrangements for professional development linked to the milestones in the Framework

- I47. Given the significant level of spending by the Assembly on national CPD programmes and the fact that the quality assurance arrangements for each programme have been developed in isolation, the Council advocates that a review would be both appropriate and timely.
- I48. The Council recommends that such a review should be completed by 2010, and should cover:
- an assessment of the appropriateness and consistency of the existing quality assurance arrangements commensurate with the level of investment;
 - whether programmes such as EPD and PHIP, which allow teachers a high level of flexibility (with mentor support) to tailor programmes to their own needs and spend funding on professional development activities of their own choice, have quality assurance arrangements which are sufficiently robust;
 - an assessment of the availability of well-trained mentoring, coaching and advisory support for teachers at a school and / or LEA level;

- whether or not a single body should be responsible for the quality assurance of all national professional development linked to the milestones in a teacher's career in Wales;
- Estyn's work in inspecting and evaluating existing programmes and / or providers. This should include the frequency of inspections.

The main components of a quality assurance system for teachers' professional development

- I49. It is proposed that further quality assurance and accreditation arrangements be established in Wales with two particular characteristics:
- a Register of approved providers and programmes;
 - a Code of practice for providers.
- I50. The Council proposes that all providers of professional development in Wales should be required to be registered and in doing so comply with certain minimum standards as set out in a Code of Practice for providers. The Council proposes that similar to other professional bodies, it should be responsible for developing such quality standards.

Recommendations:

The Council recommends that the Assembly undertakes a review of the existing quality assurance arrangements for each of the national professional development programmes linked to the milestones in a teacher's career, to be completed by no later than 2010. This review should include:

- an assessment of the appropriateness and consistency of the existing quality assurance arrangements,
- a specific investigation of the quality assurance arrangements for those national programmes which allow teachers a high level of flexibility to tailor their activities to their own needs and spend funding on activities of their own choice – namely, EPD and PHIP;
- an assessment of the availability of well-trained mentoring, coaching and advisory support for teachers at a school and / or LEA level;
- whether or not a single body should be responsible for the quality assurance of all national professional development linked to the milestones in a teacher's career in Wales;
- the role of Estyn in inspecting and evaluating existing programmes and / or providers. This should include the frequency of inspections.

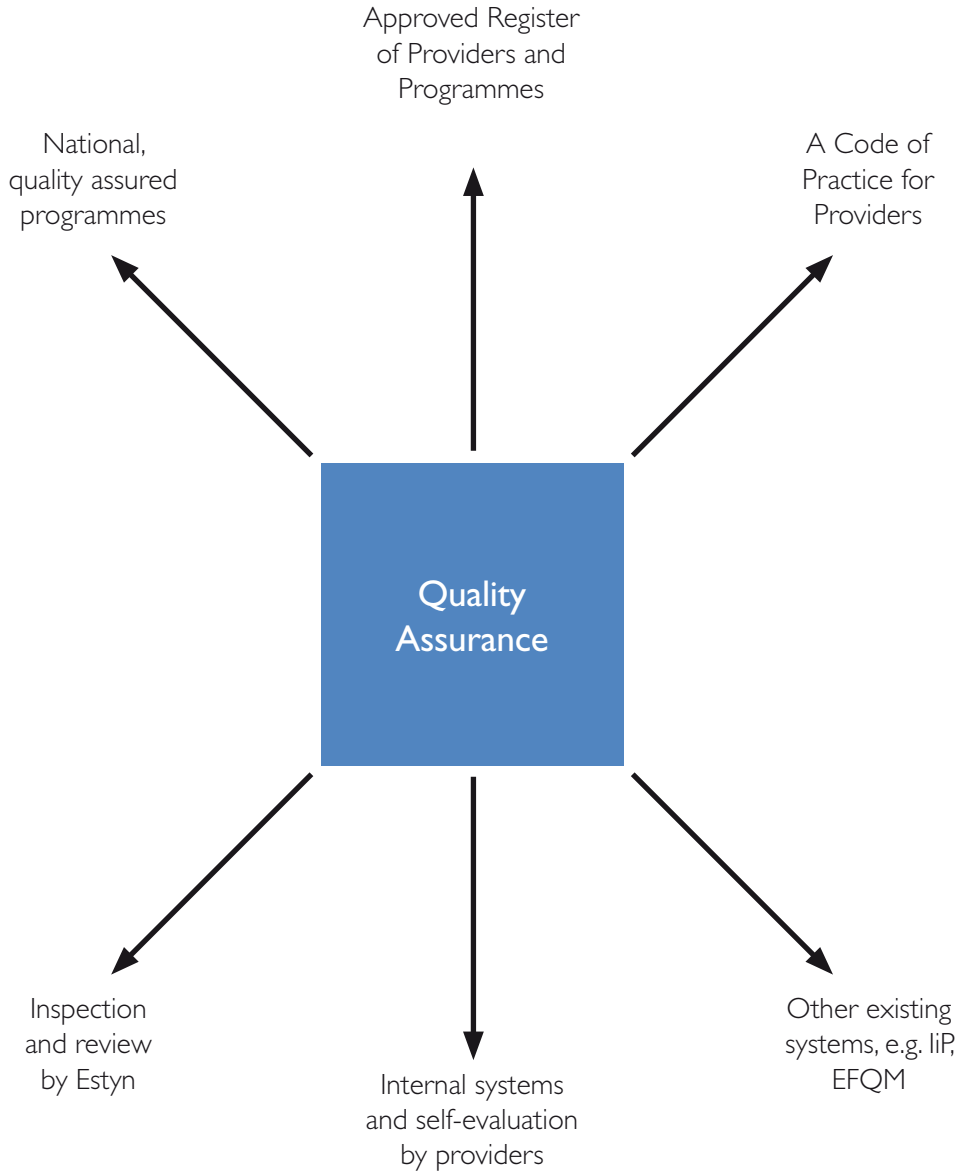
151. The Council further considers that the Register should list the programmes which registered providers can offer.

 - by only undertaking professional development which has been quality assured, the impact on pupil learning should be maximised;
152. Following similar models in other professions (notably the Legal and Human Resources professions) and in the teaching profession in other countries, it is proposed that the Council itself sets out the standards in the Code of Practice and maintains the Register of providers and provision in line with its other regulatory responsibilities.

 - public funding would be used to better effect by linking provision to the Register.
153. This recommendation would have a number of clear benefits. In particular:

 - there would be a guarantee to teachers and their employers that professional development would be of an appropriate quality;
154. In initially establishing the Code of Practice and introducing the Register, the Council recommends that it takes the approach adopted in Scotland. That is, initially, providers would sign a statement which committed them to meeting the minimum requirements as set out in a Code of Practice for any programmes they provide. Breach of this statement could result in removal from the Register (see Annex A).

A Quality Assurance system for teachers' professional development



155. Thereafter, the Council proposes that more extensive requirements are specified, including:

- the ability for a provider to add, amend and remove programmes;
- re-registration arrangements, following discussion on the criteria to be used;
- inspection arrangements are established, for example, Estyn monitoring against GTCW quality standards.

156. The Council's proposals for the main components of a quality assurance system in Wales received strong support in its consultation. Comments made included:

- "in general we agree in principle with a register of providers and programmes as well as a code of practice as exemplified in the Scottish model. We are anxious to explore the practicalities of

implementing such a register and recognition system as soon as possible given that we will need to indicate how this might operate to our internal QA departments and senior management. We look forward to a full engagement in the process post-consultation";

- "such a register ensuring that organisations / companies follow the Code of Practice would be useful to schools and individuals"
- "it is a good idea to introduce a Register of Providers and programmes as well as a Code of Practice. One body should be responsible for it, and everyone dealing with professional development should be accountable. The authorities must co-operate and interact in order to provide and share expertise";
- "a register of providers would be of real benefit to schools to ensure value for money".

Recommendations:

The Council recommends that:

- the Assembly invites the Council to take the lead in establishing more extensive quality assurance arrangements in Wales, in particular:
 - an approved Register of providers and programmes;
 - a Code of practice for providers.
- all providers of professional development in Wales should be required to be registered and in doing so comply with certain minimum standards as set out in a Code of Practice for providers.

Kitemarking

157. The Council administers funding for Induction, EPD and individually focused CPD in Wales. Through this work, the Council sees many excellent examples of leading edge professional development and high-quality advisory / mentor support in Welsh schools and LEAs.

158. The Council is also aware that a number of schools have national accreditation such as Investors in People (IIP) and the Basic Skills Agency Quality Award. This recognition is to be encouraged, however, these awards do not specifically focus on professional development within the school.

159. The Council proposed in its consultation that a further opportunity be created for schools and LEAs that demonstrate high standards in respect of CPD to be formally recognised or 'kitemarked' for these achievements.

160. However, while consultees could clearly see the benefits of quality assuring / kitemarking LEAs, private sector and other providers, the proposal to kitemark schools received mixed support. Particular concerns raised included views that:

- there are already a significant number of 'awards' and another would add little value. The emphasis should be on seeking to accredit providers such as private sector companies, LEA advisory services and third party providers in the first instance rather than schools;
- some schools would be better placed than others to achieve such recognition;
- it would be another example of 'league tables', namely those schools with the recognition and those without it.

161. Following the consultation, the Council makes no recommendation to the Assembly on this matter. However, the Council recognises that there are other means by which schools could be commended for the quality of their professional development and mentoring/coaching support, for example, by reference to their most recent Estyn inspection report on Key Question 7.

Wants versus needs

162. While the Council is confident that the recommendations made in this chapter will have a positive impact, it also emphasises that some teachers continue to undertake professional development that is inappropriate or unsuitable for them. For example:

- they do not have the necessary skills or it is too early in their careers to follow a particular programme;
- they never have an opportunity to use the new skills and knowledge in their classrooms / schools.

163. If teachers are to gain the maximum benefit for professional development, it is important to ensure that teachers undertake activities that are both relevant and suitable for them.

164. To achieve this, the availability of high quality mentoring and coaching is important.

165. As discussed in Chapter 4, the importance of mentoring and coaching support at school and LEA level was raised frequently in the Council's consultation by respondents. Respondents viewed that this is an important and relevant factor in the context of quality assurance.

166. In this regard, the Council re-iterates its recommendations of Chapter 4 to the Assembly.

Annex A

Learning and Teaching Scotland – National Register of CPD Providers

Provider Agreement (in place between 2002 and 2005)

The National Register of CPD Providers requires applicants to meet the following registration criteria and principles. Subscribers to the Register will expect providers to meet these criteria and will evaluate delivery accordingly. The Board of Management will use the criteria and principles as the basis for mediation in any dispute or complaint against providers and may remove providers from the Register if judgments are upheld.

Criteria for Registration

As a registered CPD Provider my organisation undertakes to:

- deliver high quality CPD;
- offer innovative and creative approaches to teacher development;
- employ experienced, well-qualified staff who have up-to-date knowledge of the topics offered and to have mechanisms in place to maintain that knowledge;
- demonstrate an innovative and well articulated approach to CPD within its own operations;
- exemplify a knowledge and understanding of the education sector in which it is offering CPD;
- provide learners with access to appropriate support where required;
- have the capacity to meet demand for the programmes offered;
- offer the time, place, style and pace of learning that most closely suits the learners' needs within the agreed specification contained in the course information;
- implement evaluation procedures for its CPD provision and to respond to feedback accordingly;
- enable learners to track their progress and record their achievement through the provision of specified learning outcomes;
- comply fully with all relevant legislation associated with the delivery of its learning opportunities;
- respond to accurately and promptly to any requests from the Register Board of Management for information;
- meet appropriate quality standards for learning provision and to provide adequate documentary proof of this on request.

On behalf of this provider / organization I agree to adhere to these principles and understand failure to do so may result in conditional registration or in the withdrawal or suspension of registration from the National Register of CPD Providers. I understand I will be given the opportunity to appeal any decision made.

Signed _____ Dated _____

Name in full (please print) _____

Position _____

On behalf of provider/organisation _____

E-mail _____

Please complete this form and return it to:
CPD Register
Learning and Teaching Scotland
Floor 7
The Optima
58 Robertson Street
GLASGOW
G2 8DU
E-mail: cpdregister@LTScotland.org.uk

Annex B

Timetable for development and consultation on the ‘four strands’ of the Professional Development Framework 2005-07

This timetable summarises the Council's work in consulting on the establishment of a Professional Development Framework and providing subsequent advice to the Welsh Assembly Government is as follows:

Action	Completed by
Consultation with teachers, unions and others on proposed Framework and Strand 1 specifically	January 2005 - April 2005
Following the initial consultation, to develop and present advice to Welsh Assembly Government on the broad structure of the Framework and issues arising out of Strand 1	July 2005
Consultation with teachers, unions and others on proposed Strand 2 – Professional recognition and accreditation	February 2006 - April 2006
Following the initial consultation on Strand 2, to develop and present advice to Welsh Assembly Government on Strand 2.	August 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	April 2007 - June 2007
Following the initial consultation on Strands 3 and 4, to develop and present advice to Welsh Assembly Government on Strands 3 and 4.	September 2007

Annex C

Summary of recommendations

PART A

The recording of Teachers’ Professional Development and Self-Reflection on this by teachers (Strand 3)

Chapter 4

The Council recommends:

- the Assembly embraces the key principles established in paragraph 84 in respect of the recording of teachers’ professional development and reflection upon it;
- the Assembly undertakes a review of the recording arrangements and paperwork for all national professional development linked to the milestones in a teacher’s career should commence as soon as possible, and to be completed no later than 2010;
- the introduction of a standardised Professional Development Portfolio (PDP) for all teachers in Wales;
- the Professional Development Portfolio should have the following characteristics:
 - it should offer a standard format for all teachers in Wales to use to record their professional development through the entirety of their teaching careers;
 - it should be integral to existing recording arrangements / requirements not additional. The Council is seeking to streamline and bring clarity and consistency to existing recording arrangements. The Portfolio must not increase bureaucracy or workload for teachers;
 - it should be electronic and web rather than paper based. As such, the Council

- proposes it forms an extension to the Register for Qualified Teachers in Wales;
- clear rules on access and ownership should be established, in order that teachers can use the PDP with confidence, knowing that their records and reflections will remain confidential to them;
- it should be complemented by clear guidance to assist teachers in using it as an effective reflective tool.
- the Assembly invites the Council to take the lead in Wales in developing and piloting a Professional Development Portfolio for teachers, through full consultation with the profession;
- due to the need to reduce bureaucracy for teachers in recording their CPD, the Portfolio should be mandatory for all new teachers from 2010 and phased in for existing teachers, thereafter;
- the Assembly develops a strategy in line with the timescales for the review at paragraph 86, which recognises the importance of teachers reflecting analytically upon the CPD they undertake and supports them in undertaking such reflection. The key elements of such a strategy should include:
 - reviewing the content of the existing national professional development programmes, (including initial teacher education and training, Induction and EPD) with the intention of helping teachers to develop comprehensive skills of self reflection;
 - making available high quality training, mentoring and coaching support to assist teachers in reflecting upon their

CPD, notably within schools and LEA advisory services bearing in mind that a mainstreamed Chartered Teacher programme will help to provide a supply of high-quality mentors and coaches in due course;

- ensuring that there is sufficient time for teachers between their professional development activities (particularly for national professional development linked to the milestones) and within the performance management process for proper reflection and to assess the impact of their professional development in their classrooms;
- inviting the Council to take the lead in developing detailed guidance to assist teachers in reflecting upon their CPD and subsequently planning their career progression and further professional development needs;
- The Council recommends that school leadership teams and LEAs recognise the value that mentoring and coaching can play in the professional development of teachers and develop these roles within their schools.

PART B

The quality assurance of teachers' professional development and its providers

Chapter 7

The Council recommends that:

- the Assembly embraces the key principles established in paragraph 145 in respect of the quality assurance of professional development providers and programmes for teachers;
- the Assembly undertakes a review of the existing quality assurance arrangements for each of the national professional

development programmes linked to the milestones in a teacher's career; to be completed by no later than 2010. This review should include:

- an assessment of the appropriateness and consistency of the existing quality assurance arrangements;
- a specific investigation of the quality assurance arrangements for those national programmes which allow teachers a high level of flexibility to tailor their activities to their own needs and spend funding on activities of their own choice – namely, EPD and PHIP;
- an assessment of the availability of well-trained mentoring, coaching and advisory support for teachers at a school and / or LEA level;
- whether or not a single body should be responsible for the quality assurance of all national professional development linked to the milestones in a teacher's career in Wales;
- the role of Estyn in inspecting and evaluating existing programmes and / or providers. This should include the frequency of inspections.
- the Assembly invites the Council to take the lead in establishing more extensive quality assurance arrangements in Wales, in particular:
 - an approved Register of providers and programmes;
 - a Code of practice for providers.
- all providers of professional development in Wales should be required to be registered and in doing so comply with certain minimum standards as set out in a Code of Practice for providers.