Organisational Aspects

There is a considerable amount of Continuing Professional Development (CPD) provision for teachers, delivered in many forms and covering most subjects and many aspects of school life. CPD supports teachers’ learning from Initial Teacher Education right through to headship, to enhance their professional competence and maximise their potential.

Teachers can expect to receive advice and be encouraged to undertake approved courses of study. They can identify their own CPD needs at any time.

CPD is an entitlement and expectation for all teachers (see the section on 'Career-long Professional Learning' below). All GTCS registered teachers are required to participate in the Professional Update process, which requires teachers to engage in professional learning and self-evaluation, and maintain a professional learning record and portfolio of evidence (see the section on 'Professional Update' below).

As part of their commitment to professional learning, all teachers must have an annual plan of appropriate activities which is agreed with their line manager (see the section on 'Career-long Professional Learning' below).

Teaching Scotland’s Future Programme

Teaching Scotland’s Future is the national programme to deliver improvements in teacher professional learning. It is led by the national organisations involved in teacher education in Scotland - teacher and headteacher unions, Education Scotland, the General Teaching Council for Scotland, the Scottish Government, teacher education institutions and local authorities.

Background


Following publication, a National Partnership Group was formed to discuss how the recommendations of the review could be implemented. They accepted the recommendation made in the review regarding CPD: to support more effective management of personal and professional development, a new system of online profiling should be developed. This should integrate progress, targets and next steps from the outset of initial teacher education, through induction and into continuous professional development.

A National Implementation Board was set up to oversee the developments in teacher education. The Teaching Scotland’s Future programme was established in November 2012 to implement the
recommendations and proposals which came out of these reports. This work is now overseen by the Strategic Board for Teacher Education [2].

**Career-long Professional Learning**

Continuing professional development (CPD) became an entitlement and expectation of all teachers following the implementation of the recommendations of the report *A Teaching Profession for the 21st Century* published in 2001. The agreement reached following the report entitled all teachers to a contractual 35 hours of CPD per annum.

Career-long professional learning builds on current strengths of CPD and extends the concept of the enhanced professional. It sees teachers as professionals taking responsibility for their own learning and development, exercising increasing professional autonomy enabling them to embrace change and better meet the needs of children and young people.

As part of their commitment to professional learning, all teachers must have an annual plan of appropriate activities (a Career-Long Professional Learning plan) which is agreed with their line manager. This is often agreed within the context of an annual meeting with their line manager. Teachers are also required to maintain an individual Career-Long Professional Learning record for professional purposes.

Education Scotland published *Guidance on career-long professional learning* [3] in 2014. This is updated as the new model of professional learning develops. This has since been supported by the establishment of Education Scotland as the lead national organisation for professional learning and leadership. Education Scotland now has an enhanced online professional learning resource which hosts the national model for professional learning.

**Professional Review and Development**


The guidance was developed by a National Steering Group which had wide representation, including professional associations, local authorities and GTCS. The aim is to ensure that professional review and development is an on-going process which takes place within a supportive, challenging and collegiate culture and is a positive and professional experience. It is recognised that it is both an entitlement and the responsibility of all teachers to engage in professional review and development.

The General Teaching Council for Scotland’s (GTCS) *Professional Standards* [5] and supporting guidance were also revised following the Teaching Scotland’s Future report. The revised *Standards for Career-long Professional Learning* [6], published in 2012, were developed to support self-evaluation within professional learning. The Standards are currently being reviewed A revised version will be shared with the teaching profession in August 2020, to be followed by a year of enactment before they come into force on 1 August 2021. This will allow teachers and others to engage, explore and understand the relevance of the Professional Standards before they take effect.

As teachers progress through their careers, the Standards can be used to identify, plan and develop professional learning, ensure continuing development of professional practice as part of the PRD process and help to prepare for a variety of roles.
Professional Update

Since August 2014 all GTCS registered teachers have been required to participate in the Professional Update process. Professional update will ensure teachers have an entitlement to supportive professional learning and will confirm that teachers have maintained high standards of learning and practice. The Professional Update process requires the following of teachers:

- An annual update of contact details to GTCS
- Engagement in professional learning
- Self-evaluation against the appropriate GTCS Professional Standard
- Discussion of this engagement and the impact of this, as part of the PRD process
- Maintain a professional learning record and portfolio of evidence
- Five-yearly confirmation of this engagement to GTCS

Providers of CPD

The main providers of CPD are local authorities individually and through their Regional Improvement Collaboratives, the schools themselves, often with outside support, and the universities responsible for teacher education. Other national bodies, such as Education Scotland, run programmes which teachers may apply to attend. Some private companies also offer CPD.

At the local authority level, educational advisers organise courses which teachers have the opportunity to attend. Many of these courses rely on the local authorities’ own resources and personnel, but frequently outside speakers are involved e.g. from the universities, Education Scotland or the business community.

The universities, in addition to contributing to general in-service training, offer a range of courses, often in modular form, leading to the award of:

- A certificate (after the equivalent of one term’s study)
- Diploma (after the equivalent of one year’s study)
- Or degree, additional to teachers' academic and initial teaching qualifications

Examples are the Certificate and Diploma in Support for Learning or in Additional Support Needs, or the Master of Education (MEd) degree.

The wider use of masters-level learning as an appropriate standard for all teachers is advocated as part of 'Teaching Scotland's Future'. Increasingly teachers’ professional learning and activities provided by local authorities and others should be planned around the appropriate masters-level characteristics and/or benchmarked against masters level.

Professional Recognition for specific areas of accomplishment in teaching and learning or academic study can be gained under the Framework for Professional Recognition linked to the Standard for Career-Long Professional Learning. The Into Headship Qualification is another important formal qualification, linked to the Standards for Leadership and Management and the Awarding of the Standard for Headship which will be a mandatory requirement for teachers appointed to their first permanent headteacher post from August 2020.

CPD is not just about formal courses. Some of the most valuable professional development occurs in activities undertaken with colleagues in the working environment. Teachers are encouraged to take as broad a view as possible. For example, Education Scotland gives the following list of possible professional learning activities:
• Self-evaluation and reflection
• Experiential, action or enquiry-based learning
• Focused professional reading and research
• Curricular planning
• Peer support eg coaching or mentoring
• Classroom visits/observation
• Work shadowing
• Co-operative or team teaching
• Participation in collaborative activity eg professional learning community, learning round
• Leading or participating in a working or task group
• Planning learning which is inter-disciplinary or cross-sectoral
• Participation in activities relating to assessment and moderation
• Secondments, acting posts and placements

Incentives, Supporting Measures and Funding for Participation in Continuing Professional Development (CPD) Activities

CPD became an entitlement and expectation of all teachers following the implementation of the recommendations of the 2001 report: *A Teaching Profession for the 21st Century* (see the section on 'Teaching Scotland's Future Programme' above).

There are salary and status benefits from participating in CPD. All GTCS registered teachers are required to participate in the Professional Update process (see the section on 'Professional Update' above).

Both formal and informal CPD activities outwith schools that have been agreed in a teacher’s professional review are regarded as part of normal work and remunerated accordingly.

Local Authorities have autonomy to allocate funds to CPD: the Scottish Government distributes money to local authorities, which they will use to facilitate the provision of quality professional learning opportunities for teachers and to further develop CPD infrastructures within schools and local authorities.

Some local authorities might choose to devolve a proportion of their funding directly to schools. Schools will not necessarily, however, choose to divide this funding into an allocation per teacher. Issues about reimbursement of travel costs and school cover are for local authorities to decide.

The Scottish Government currently funds teachers who participate in the Into Headship and In Headship programmes.

DID YOU FIND WHAT YOU WERE LOOKING FOR?

YES

NO

Contact *

Message *
Source URL:

Links