The focus of this article is continuing professional development (CPD) for serving teachers. The term CPD covers a wide range of staff development activities, both formal and informal, designed to address individual teachers’ development needs and improve their professional practice. Activities can include:

- within-school activities such as coaching, mentoring, support for individual members of staff arising from performance management interviews, team teaching, sharing good practice, lesson observation and feedback, and whole-school development activities
- school networks, such as cross-school or virtual mentor networks, to share good practice
- sharing effective practice, knowledge and skills through cross-local authority [1] regional education consortia [2]
- external activities such as accredited postgraduate study or courses, conferences, or international study visits and exchanges.

This article does not cover induction for newly qualified teachers (NQTs) [3], which is described in the article on ‘Conditions of Service’ [4].

In 2015, the ‘New Deal’ [5] for the Education Workforce’, a structured development plan, was launched as one of a number of measures to progress the Welsh Government's [6] education improvement plan entitled Qualified for Life [7] (2014). Under the New Deal, the Welsh Government committed to offering all teachers a ‘structured entitlement to …world class professional learning opportunities’.

The New Deal focused specifically on CPD, aiming to reshape CPD opportunities and help the teaching profession deliver a new curriculum for Wales [8]. A number of new initiatives launched through the New Deal are described in the section ‘Organisational aspects’ below.

Organisational aspects

Legal framework

In Wales, all teachers have a professional duty to participate in arrangements for their continuing professional development (CPD) throughout their careers. In accordance with the professional standards [9] (2017) ‘the teacher is a professional learner and commits to continuous engagement in career long development, collaboration and innovation’.

The School Teachers Pay and Conditions’ Document (STPCD) [10] sets out a number of specific professional duties, which teachers may be required to undertake, this includes undertaking professional development. The statutory conditions of service for teachers require them to be available for work under the direction of the headteacher for 1,265 hours per year, including five days when the school is not open to pupils. These five days were introduced (under the Education Reform Act 1988 [11]) to support a number of non-teaching activities, including in-service training (INSET). The
timing, organisation and focus of in-service training in schools are for individual headteachers to
determine. If CPD is organised within the 1,265 hours of annual ‘directed time’ that teachers must
work, then they must take part. There is no legal minimum requirement for the length of time to be
spent on CPD, which may take place both within and outside of working hours.

**Performance management**

Individual teachers’ progress towards their own development targets is monitored by the performance
management system. The School Teacher Appraisal (Wales) Regulations 2011 [12], which came into
force on 1st January 2012, require that schools have a performance management policy in operation.
This provides the framework under which teachers and leaders agree and review individual priorities
and objectives.

Under the 2011 regulations, to inform the annual performance management cycle, all teachers in
Wales must keep a regularly updated practice, review and development (PRD) record. This records
their professional development experiences, evaluates their impact on the teacher’s practice and on
outcomes for learners, and provides the framework for future planning. It takes account of the school
development plan, individual performance management and professional development targets, and the

**Guidance** [13] on performance management is provided by the Welsh Government.

**School development planning**

Under the Education (School Development Plans) (Wales) Regulations 2014 [14], since 1 September
2015, all maintained schools [15] in Wales have had to have a three-year, rolling school development
plan (SDP) [16] in place. The SDP sets out how the school will achieve its targets in relation to its
priorities; how it will use the resources it has available; and how it intends to develop its staff in order
to meet its priorities and targets. As a result, each individual teacher’s development is planned for in
the context of the school development plan. The aim is to ensure that there is a coherent cycle of
planning in place for whole-school improvement alongside individual ongoing development, and that
access to training is an integral part of school life for teachers. 2014 guidance [16] on school
development planning and the development of a school’s professional development strategy for staff
(pages 12-15) is provided by the Welsh Government.

**Cover**

Other teachers may provide cover (stand in) for those undertaking CPD depending on when the CPD
happens. Cover is not required when the CPD takes place on any of the five days when the school is
closed to pupils, nor during ‘twilight’ hours beyond the end of the pupils’ school day, or during school
holidays. At times when the school is open, teachers taking part in CPD as part of their 1,265 annual
hours will be covered, either by other teachers or by the use of ‘cover supervisors’ who receive a
lower rate of pay than teachers. The Welsh Government guidance [16] on school development
planning, published in 2014, recommends that ‘In determining a school’s approach to the professional
development of its staff, consideration should be given to adopting strategies that minimise the
negative impact of teachers’ absence from the classroom on learner progress’ (page 14).

**Reforms**

In 2015, the Welsh Government launched 'A New Deal for the Education Workforce' [17] - a structured
development plan aimed at reshaping CPD opportunities and helping the teaching profession deliver a
new curriculum for Wales [18]. New Deal activities are shaped around:
• ensuring that practitioners are able to identify their professional learning needs and access professional learning
• establishing career-long development pathways so that teachers are able to take greater ownership of their professional learning
• working with practitioners, Wales’ regional education consortia (2), the Education Workforce Council (EWC) (19), Estyn (20) (the inspectorate), and other workforce training providers to review current programmes that relate to professional learning, and ensure that high quality programmes, development opportunities and support are available
• ensuring opportunities for school-to-school and peer-to-peer professional learning.

A number of initiatives have been implemented as part of the New Deal plan, as outlined below.

The Professional Learning Passport (PLP) (21) is a record of teachers’ professional learning which is managed by the Education Workforce Council (EWC) (22). All individuals holding qualified teacher status (QTS) (23) who register with the EWC are automatically given a PLP and are encouraged to use it in order to reflect on and improve their practice. Users are able to upload and share documents and are given access to EBSCO (24), an online portal which provides access to academic journals and research related to education and pedagogy. EBSCO is an independent information services company.

A ‘National Model of Professional Learning’ (25), encourages teachers to focus on four key principles in their practice, supported by a range of high quality professional online learning materials: effective collaboration (26); reflective practice (27); effective use of data and research evidence (28); and coaching and mentoring (29).

The ‘New Deal Pioneer schools’ (30) programme aims to identify innovative and effective schools to lead and support work in three areas - delivering Digital Competence, the new Wales curriculum (8) (which is due to be used throughout Wales by 2022), or Professional Learning for the Education Workforce. Pioneer schools work with each other, other schools, the regional consortia (2), Welsh Government (6) and wider stakeholders as part of a regional and national network. New Deal pioneer schools focus on designing and delivering a range of professional learning opportunities and support for practitioners. The first tranche of 60 pioneer schools for the New Deal were identified and began work in November 2015, with several more tranches of schools being awarded pioneer status since then. The schools are spread geographically across the country and represent a range of different schools (e.g. schools in rural and urban settings, primary and secondary schools, schools of varying size, Welsh-medium schools, special schools, etc.). For further information, see the 2017 report (31) published by the Welsh Government.

Providers

Providers of CPD are numerous and varied. They include:

a. Schools themselves - these provide training internally, through days or sessions organised by individual headteachers; senior staff providing ongoing professional guidance and development for their colleagues, either as part of their day-to-day monitoring or as special, focused training; schools choosing to appoint teachers to ‘leading practitioner’ posts whose primary purpose is to model and lead the improvement of teaching skills. ‘Leading’ or ‘lead’ practitioners are paid on a separate pay range, higher than the ranges for classroom teachers and also provide support to other schools in the local area through regional education consortium (2) arrangements.

b. Collaborative organisations such as the PIXL Club (32)

c. Schools working with other schools in collaborative networks such as the ‘New Deal’ pioneer schools (33) which are supporting the introduction of the ‘New Deal for the Education Workforce’
through their focus on teachers’ (and school leaders’) CPD (see above).

d. Local authorities (LAs) [1] and the regional consortia [2] providing local support for CPD through, for example, ‘Professional Learning Hubs’ to support schools in developing their leadership, learning and teaching; ‘Curriculum Hubs’ to provide CPD support for specific curriculum areas including English, maths and science; and ‘Lead Practitioners’ to provide CPD support for the humanities, the expressive arts and pupil wellbeing.

e. The Education Workforce Council (EWC) [34], which came into being on 1 April 2015 following the Education Wales Act 2014 [35]. It is responsible for: developing and managing the Professional Learning Passport (PLP) and providing access for teachers with a PLP to EBSCO (see above); developing the Learning Exchange [36] platform which provides international opportunities for staff working in STEM, ICT and Computing subjects; and functions related to the induction programme for new teachers (see the article on ‘Conditions of Service’ [4]).

f. Subject organisations such as the National Science Learning Network [37]
g. Private companies, charities, higher and further education institutions and third sector organisations providing a range of accredited and non-accredited CPD opportunities

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**Incentives, supporting measures and funding for participation in continuing professional development (CPD) activities**

For teachers, effective professional development is beneficial because it enhances job satisfaction. Professional development also supports both career progression and pay progression: since 2014 all pay progression for teachers has been linked to performance.

For schools, an incentive to continually evaluate and improve the quality of their teachers is that is included as of the key aspects of Estyn’s [20] inspection process.

Although there is no automatic entitlement to payment for participation in CPD, there is discretion for schools to make a payment to any teacher who undertakes CPD over and above the contractual requirement of 1,265 annual ‘directed hours’ (see ‘Organisational aspects’ [38] above).

Government-funded initiatives in support of teacher professional development include pioneer schools, the lead practitioner model, and the provision of resources such as the Hwb [39] website and the ‘Professional Learning Passport (PLP)’. (See the ‘Reforms’ [40] subheading above).

Some formal CPD activities may attract academic accreditation at Masters level (Level 7 of The Frameworks for HE Qualifications of UK Degree-Awarding Bodies [41]) (table 1, p17) leading to awards including: Postgraduate certificate (PG Cert – 60 credits); Postgraduate diploma (PG Dip – 120 credits); Masters (MA – 180 credits); Doctorate (PhD – 360 credits).

In 2012, the Welsh Government fully funded the Masters in Educational Practice (MEP) [42] for newly qualified teachers (NQTs) [3]. The MEP covered areas of professional learning identified as key priorities for NQTs by the Welsh Government including behaviour management, literacy, numeracy, reducing the impact of poverty on attainment, additional learning needs (ALN) [43] (special educational needs [44] (SEN)), and reflective practice. The last cohort entering the three-year programme, which is no longer open to new NQTs, graduated in July 2018. A searchable collection of teacher-led, classroom research projects conducted as part of the MEP is available here [45].

There is no specific funding scheme for teacher professional development. Schools decide for themselves how much funding to allocate to CPD based on their specific areas for development as set out in their school development plan (SDP) [16]. The exceptions to this are specific government
initiatives that are funded at central level.

For further information on support for newly qualified teachers, see the article on ‘Conditions of Service’ [4].

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