



A Framework for Continuing Professional Development and Professional Review and Development for Teachers

Introduction

Highland Council Education, Culture and Sport Service aims to ensure that all staff are valued and enabled to develop their skills, knowledge and professional expertise. The authority recognises the importance of Professional Review and Development in enhancing the professionalism of teachers and in improving pupil achievement.

The arrangements for Professional Review and Development refer to all teachers (except for probationers on the Induction Scheme) and will also apply to members of the Quality Development and Support for Learning teams and to Psychological Services. These arrangements for Professional Review and Development replace the previous Staff Development and Review Policy issued by Highland Council in 1999.

'A teaching profession for the 21st Century' (the national agreement) states that all teachers have an entitlement to a Continuing Professional Development plan that is agreed annually with their line manager and that is based on the assessment of individual need. The booklet '*Professional Review and Development 2002*' (SEED, 2002) highlights key principles and features which should be incorporated into schools' policies and practical arrangements. This booklet (and the additional booklets listed in **appendix 1 - National CPD Guidance Documents**) have been fundamental in structuring and informing the advice which follows.

Implementation

The authority welcomes the arrangements for Professional Review and Development and views the ten principles outlined in the PRD booklet, page 5, as a suitable framework for schools' own PRD policies. The principles are:

- There is a professional commitment to building excellence at every stage of a teacher's career;
- Arrangements are simple, with minimal bureaucracy;
- The purpose is clear to all participants;
- It starts with self-evaluation and involves on-going personal reflection;
- It is integrated with existing arrangements for quality assurance;
- It identifies and supports the professional needs of each teacher;
- It balances individual and personal development priorities with those relating to the effective fulfilment of the school development plan;
- Professional development is coherent and progressive;
- It is undertaken with line managers; and
- The process is evaluated effectively.

Headteachers have a duty to promote the continuing professional development of all teaching staff and to ensure that all staff have an annual review of their development needs. The professional review and development process should be clearly integrated into the normal life and management of the school and result in minimum disruption for pupils.

All teachers are entitled to an annual meeting with their line manager to discuss their CPD profile. This annual professional review will be conducted in accordance with the guidance contained in "*Professional Review and Development (2002)*", page 8, from SEED (see **appendix II - The Process of Professional Review & Development**). In most cases the reviewer will be the immediate line manager, where this is not possible, then the headteacher or the authority will, after consultation with the reviewee, designate a suitable reviewer who has appropriate knowledge of the reviewee's work.

Teachers are required by the national agreement to maintain an individual CPD Profile for professional purposes. The outline format for this CPD Profile is contained in **appendix III – The CPD Profile**. This format should be used to create the individual CPD Plan during the meeting and should then be updated throughout the year and maintained as a CPD record. All staff are required to maintain a CPD Profile for the current year and for two previous years where this is appropriate.

The CPD Profile is confidential to those participating in the annual review.

Teacher CPD is the wide range of experiences that contribute to teacher development and should be recognised as any activity that has been undertaken to progress, assist or enhance a teacher's professionalism. The list of activities given on page 7 of "*Professional Review and Development 2002*" (see **appendix IV – CPD Activities**) exemplifies the diverse nature of activities, on the job training and small-scale, school-based projects that constitute professional development but do not involve enrolment on a course or attendance at inset. Such activities should lie at the heart of CPD and form the core of an individual's CPD programme. Teachers should take as broad a view of professional development as possible.

The CPD Profile should be used to record all CPD activities including those not explicitly identified in the annual review.

All staff have a commitment to pursue CPD through the five annual closure days and the additional thirty-five hours for CPD purposes. In addition, many staff may be involved in significant CPD programmes and in SQH, Chartered Teacher, and DPSE (SEN) etc. on a voluntary basis. While these programmes are essentially distinct from a teachers' contractual commitments, there are circumstances in which the development objectives agreed through the individual's annual professional review may be met, to a greater or lesser extent, by these voluntary programmes. In agreeing how much these voluntary activities contribute to the additional thirty-five hours CPD, it should be borne in mind that professional review and development is the process whereby the development and training needs of staff are identified and agreed in relation to their current practice, the requirements of the school or authority development plan, the wider and longer-term needs of the education service, and national priorities.

The annual professional review and the appropriate preparation time are part of the additional thirty-five hours CPD time and arrangements should be made to hold the annual review at a mutually agreed time and place conducive to the discussion of the CPD Profile.

During the annual professional review the reviewer and reviewee should record agreed development objectives and appropriate CPD activities. **Appendix V - The CPD Profile (completed exemplar)** gives an example of a completed CPD profile.

Following the annual professional review, reviewers should collate any CPD issues which require whole-school or authority attention and forward these to the school's staff development co-

ordinator. **Appendix VI - Collating School CPD Needs** gives an example of a template for this purpose.

CPD Profiles and Portfolios

The CPD profile is the plan and record for agreed CPD activities which arises from the *annual professional review*. Every teacher is required to maintain a *CPD profile*. Teachers who wish to enter the Chartered Teacher programme are required to have maintained a *CPD portfolio*. The maintenance of a CPD portfolio is regarded as good practice for all teachers, regardless of their experience or aspirations. It is recommended that all staff maintain a CPD portfolio. The CPD portfolio is a personal record held by the individual teacher. The CPD portfolio should contain the CPD Profile as well as personal information and evidence of the teacher's commitment to CPD and their awareness of the impact of development experiences on their professional actions. Guidance on the construction of a CPD portfolio is contained on page 9 of "*Professional Review and Development 2002*" (see **appendix VII - A CPD Portfolio**). The authority will provide training and support in respect of portfolio maintenance.

Each school should designate a staff development co-ordinator. The co-ordinator will have responsibility for collating information from the annual review process within the school and for responding to whole-school CPD issues. Highland Council will support the provision of CPD through the devolution of funding directly to schools and through authority-led CPD initiatives related to the service plan. Where appropriate, the authority will co-ordinate responses to particular needs identified by schools or by the Service Plan. In this context schools are required to provide a summary of the main development needs that would be most appropriately addressed by the authority. Once a year, *by 31st January*, the school's staff development co-ordinator should forward to the authority's staff development co-ordinator a summary report highlighting those areas identified, and dealt with, as whole-school issues and identifying issues for future authority-led CPD. (See **appendix VIII - The School's Annual CPD / APR Report**)

The authority will maintain a programme of CPD activities to support the core CPD activities undertaken by individual staff and school groups. By 30th April each year the authority will publish an annual calendar of the authority-led activities in support of individual and schools' programmes and the national framework for CPD.

The CPD Steering Group will advise the authority on development issues and the maintenance of the professional development framework within Highland.

Monitoring & Evaluation

As part of the arrangements for quality assurance, Area Education Managers or their delegated representative will discuss with Headteachers the implementation of the annual professional review and CPD process and monitor its progress.

School staff development co-ordinators will monitor the process in school together with the maintenance of viable CPD opportunities and the maintenance of records. The processes associated with professional review and development and continuing professional development should be an integral part of the school self evaluation process. The quality indicator 6.6 gives guidance on the auditing of the process.

The Quality Development Team will monitor the process as part of the three-year cycle of visits to schools.