



Cyngor Addysgu Cyffredinol Cymru  
General Teaching Council for Wales

# Professional Development Framework for Teachers in Wales



## Consultation on Professional Milestones & Standards (Strand 1)

Responses Required:

1st April 2005



# Purpose of this document and consultation responses

## About this consultation

This consultation makes proposals for the development of a Professional Development Framework for teachers in Wales. It begins by setting out details of the suggested overall structure for such a Framework. It proceeds by focusing specifically on the issue of how to accurately reflect the various stages and professional standards in a teacher's career, while acknowledging that teachers will have differing circumstances, aspirations and take differing career paths and decisions.

Responses to this consultation will assist the Council in developing the first stage of advice to be presented to the Welsh Assembly Government on the establishment of a Professional Development Framework for teachers in Wales.

This consultation will be the first of a number of consultations on the Framework over the next two years. Future consultations will address other aspects of the Framework, and will cover issues such as how teachers might gain professional recognition / accreditation for their work or professional development, the formal recording of professional development activities and the quality assurance of professional development providers.

## How to respond

Responses should be sent to the General Teaching Council for Wales using the enclosed proforma and pre-paid envelope. The consultation period ends on **Friday 1st April 2005**.

Queries may be directed to Hayden Llewellyn at The General Teaching Council for Wales, 4th Floor, Southgate House, Wood Street, Cardiff, CF10 1EW, telephone: 029 20550350, e-mail: **hayden.llewellyn@gtcw.org.uk**.

An electronic version of this form can be obtained at **www.gtcw.org.uk**, if you wish to respond in this way.

## Persons and organisations to be consulted

Registered teachers in Wales  
Teacher unions and associations in Wales  
Local Education Authorities  
Diocesan Authorities  
Initial teacher education and training institutions in Wales  
Other interested parties within the Education sector

# Professional Development Framework for teachers in Wales - Consultation on Professional Milestones and Standards (*Strand 1*)

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# Foreword

January 2005

Dear colleague,

When I started teaching some 30 years ago, there was no sense of what a career in teaching looked like. One could aspire to particular school posts and hope for the remuneration that would accompany such promotions. The profession was never in a position to map out for itself the significant steps in a career in teaching nor to shape teachers' professional development. Unfortunately, for many years it remained that way.

Recently, thanks to the Assembly's new arrangements for Induction and Early Professional Development, a newly qualified teacher in Wales can now benefit from a supported start to a career in teaching which should set them on a career of on-going development and support. For those who are in headship like myself, or who aspire to headship, there has been a concerted effort in Wales to raise standards of school leadership through the National Headship Development Programme.

But the vast majority of teachers are not in their first three years of teaching or in headship. How do they see their career development? Teachers have never had the benefit of a clear structure or framework which helps them to plan their careers. For example, many teachers wish to stay in the classroom but are not recognised for doing so. Not all teachers have confidence that all CPD provision available is of the appropriate quality and delivered to the highest standard. There is no coherent way of recognising the professional development that teachers undertake through their careers. I do not mean 'recognising' in terms of remuneration – pay, terms and conditions clearly lie outside the Council's remit. I am referring to professional recognition for the training and development that all teachers undertake as a matter of course.

It was these issues that led the Council, working with Task Group partners, to the development of this Professional Development Framework which sets out the different stages in a teacher's career and links these to both associated professional standards and professional development. I believe that the Framework will greatly assist all teachers whatever their aspirations or the route which their careers might take.

This consultation document provides the teaching profession with a real opportunity to shape the development of a Professional Development Framework for teachers in Wales. I commend it to you.

Yours sincerely,



**Mal Davies**  
Chairman



## Executive summary

1. The consultation document highlights the key professional development issues and challenges facing the teaching profession in Wales:
  - there is currently no structured process to planning, co-ordinating, recognising or quality assuring professional development in a systematic way over the entirety of a teacher's career;
  - there is no structured mechanism for setting out the professional development opportunities, standards and differing career paths open to all teachers over the entirety of a teacher's career;
  - there is no central funding strategy which ensures that all teachers have access to the same CPD opportunities and have sufficient time to undertake such activities.

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

2. The Council believes that in a similar manner to other professions, there should be established a Professional Development Framework for teachers in Wales which recognises the different stages and expectations in a teacher's career and links these to both associated professional standards and professional development.
3. The Council proposes that the Framework should be developed over time by addressing four main strands of work, all of which are inter-related:
  - Career progression – professional milestones and standards;
  - Professional development, recognition and accreditation;
  - Recording of professional development and self-reflection;
  - Quality assurance of providers.
4. In developing the first work strand of the Framework, the Council proposes that progression through a teacher's career should be based upon professional "milestones" and related standards, as opposed to other possible models such as ones based on post descriptions or pay. **The main emphasis of the Framework is on providing a structure which will help ensure that teachers can receive the best professional development possible. The Framework does not touch on issues relating to teachers' pay, terms and conditions.**

5. The Council suggests that there should be five milestones:

- Qualified Teacher Status (QTS);
- Induction;
- Classroom Excellence;
- Middle Leader;
- Headship and Senior leader.

In suggesting new career milestones (Classroom Excellence and Middle Leader), the Council is not attempting to place additional hurdles or barriers in teachers' way. It is seeking to establish a clearer and more coherent structure to career and professional development arrangements.

6. Classroom Excellence. Many teachers wish to pursue a challenging career within the classroom and, in doing so, most certainly aspire to be excellent classroom teachers. Given the strength of opinion on this matter, the Council believes there to be a value in formalising this principle and establishing a professional milestone and a related set of standards, which focus on teachers' excellence in the classroom and pedagogic skills.
7. The Council believes that this principle should be extended in such a way that the standing of excellent classroom teachers both within the profession and outside is clearly recognised. A common means of demonstrating this in other professions and in teaching in some other countries is through the establishment of "Chartered status". The consultation seeks views on the establishment of such a status for teachers in Wales.
8. Middle leader. The consultation highlights the scope and responsibilities of "middle leaders" in schools in Wales and proposes the development of a professional milestone and related set of standards which establish a common set of characteristics that underpin all roles at the middle leader level.
9. The consultation concludes by highlighting problems with the consistency, coherence and progression of the existing standards. The Council recommends that the profession develops a position where each and every milestone has a set of standards developed under a common set of headings. The document suggests such a set of headings.

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

# Introduction

## Chapter 1

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

1. In the paving document *'The Learning Country'*, the Welsh Assembly Government set out its intention to provide a distinctive 'Made in Wales' framework of continuing professional development for teachers. The document stated that this framework should be evidence-based, locally supported and capable of commanding international recognition. It must provide opportunities for all teachers, at all stages in their career, from their first to their last teaching post.
2. Following consultation with the teaching profession, the Council submitted a major piece of policy advice to the Welsh Assembly Government in April 2002 on Continuing Professional Development (CPD) in Wales entitled *'Continuing Professional Development – An Entitlement for All'*, which set out the principles upon which CPD in Wales might be based. In this document, the Council also outlined the need to establish a Professional Development Framework for teachers in Wales, which recognises the different stages in a teacher's career and links these to both associated professional standards and professional development.
3. After consideration of the Council's advice, the Welsh Assembly Government issued a consultation of its own, entitled *'Continuing Professional Development for Teachers – The Way Ahead'* in May 2003, which accepted the principles set out by the Council. This concurred with the Assembly's original statement in the 'Learning Country', and advocated the establishment of a Professional Development Framework that *'builds on the newly developed induction standards and the Framework for Early Professional Development for years two and three of a teacher's career, in order to provide a basis for identifying the competencies and expectations of teachers as they progress through their careers. That progression may ultimately lead into senior leadership, but should also recognise and celebrate the achievement of best practice in the classroom'*.
4. Following widespread acceptance of the concept of a Professional Development Framework for teachers in Wales, the Assembly subsequently invited the Council to take the lead, working with other partners, to develop a Framework for teachers in Wales.
5. The Council established a Task Group consisting of representatives from the teaching profession, teacher unions, the initial teacher education and training sector, LEAs, Estyn and the Assembly to take this work forward.



## Chapter 2

# Issues and challenges

6. Under the current arrangements for teachers in Wales, there are a number of issues and challenges facing the profession in respect of professional development.

large number of responsibilities in a school, but all such duties should be able to relate to the key milestones in a national professional framework.

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

7. In the early stages of a teacher's career, the progress a teacher is expected to make is very clear. In order to undertake the 'specified work' of a teacher, he or she must gain Qualified Teacher Status (QTS), then once in post, complete a statutory Induction year within a specified period in order to remain a registered teacher.
8. Thereafter, the position is less clear. Some teachers may aspire to leadership positions such as Head of Year, Subject leader, Key Stage leader or Headship, while others will not take such routes, but wish to ensure that they continue to demonstrate excellence in the classroom.
9. What teachers do not have is the benefit of a structure or Framework, which helps them to plan their careers by clearly setting out the key professional "milestones" or the differing career paths and options open to them as they move through their careers.
10. In this document, we refer to "milestones" as being the key steps where national standards summarise professional expectations. Clearly, there will be a very

### Lack of progression in professional standards

11. In progressing through the career "milestones" of QTS and Induction, teachers are required to meet a large number of specific professional standards, which are directly linked to these milestones. Similarly professional standards exist at other stages of a teacher's career, for example, Threshold and Headship.
12. Details of the existing milestones and the headings under which the related professional standards are currently grouped are provided in Annex B. Please note, the number of professional standards for each milestone is significant, and therefore, the summary headings only have been provided in Annex B.
13. However, a number of difficulties prevail. The existing milestones and related standards have been developed largely in isolation by different organisations (the Assembly, Department for Education and Skills and the Teacher Training Agency), at different times, and not all have a statutory status. This has meant that there is a lack of progression and coherence between standards. For example, as shown at Annex B, the headings used to group each of the standards are inconsistent between milestones. Also, there are instances where some

standards for one milestone actually appear less stretching than those for another milestone, while the contrary would be expected.

14. Such inconsistencies make it difficult for teachers to clearly understand what professional standards are expected of them at various stages of their careers and how they should develop as they progress through their careers.
15. The situation is exacerbated because new or revised standards continue to be discussed, consulted upon or even established in apparent isolation from those already in place. For example, revisions to the Headship and QTS standards are planned by the Assembly in 2005 and 2006 respectively. Assembly consultations in 2004 advocated the creation of new standards for teachers of the visually and hearing impaired. The Department for Education and Skills has recently commenced discussions regarding the possible establishment of an 'Excellent Teacher Scheme' as part of pay negotiations with employers and teacher unions.

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

16. Teachers have opportunities to undertake a broad range of further professional development activities. Much of this activity is driven through the Performance Management process now embedded in schools, and funding for these activities may come from a range of sources, including the Better Schools Fund, the GTCW Continuing Professional Development Funding Programme or the school budget.

17. Examples of these CPD activities are numerous and include:

- formal and centrally organised CPD. For example, the Assembly has made a commitment to all newly qualified teachers receiving two further years of Early Professional development (EPD) following Induction. It has also provided support for headteachers who take up their first headship post, through the Professional Headship Induction Programme (PHIP);
- professional development activities specifically organised by a particular school or LEA. This might include in-service training courses or support in schools, often through the use of specialist advisory teachers;
- individually focused CPD, under which activities are vast in number and extremely varied. These range from activities which are accredited such as a higher degree course to less formal learning such as a visit to a local school or familiarisation with a new software package. Activities may also include ones initiated by the teacher on a personal basis.

18. The range of professional development opportunities open to teachers in Wales is considerable. However, some teachers' CPD experiences continue to be fairly random because there is a lack of clarity as to what opportunities are actually available, and what professional development options might be most appropriate at a particular stage of a teacher's career.

### Equality of opportunity and appropriate levels of funding

19. Teachers do not always enjoy the same access to professional development opportunities. Disparities often exist depending upon factors such as:
- widely varying degrees of CPD support and provision between LEAs;
  - the commitment demonstrated by individual schools in developing teachers;
  - sufficient and consistent funding for CPD. In its advice document "Continuing Professional Development: An Entitlement for All" (2002), the Council stated that there is a need for sufficient funding to ensure that all teachers are able to access CPD opportunities and have sufficient time to undertake activities. This should include time to plan, undertake, reflect on and disseminate the lessons learnt from undertaking their activities. To date, the levels of funding proposed by the Council have not yet been achieved.

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

20. These limitations act as a barrier to fair and equitable professional development for the profession as a whole. Limited opportunity for teachers to have their professional achievements recognised
21. Some of the milestones in a teacher's career have a professional and / or academic accreditation attached, while others do not. For example, the award of QTS and NPQH offer academic and professional accreditation. Others, such as Threshold offer neither.

22. It is important that teachers have clear and consistent opportunities to gain credit for their work, whether this be professionally, academically or both. Indeed, this is a more familiar concept in other professions and in the teaching profession in other countries. In Scotland, for example, teachers may achieve Chartered Teacher Status, a milestone which is professionally recognised and may be used towards gaining academic accreditation.
23. Much more needs to be done to develop opportunities for teachers to gain formal recognition for their work through "Accredited Prior Learning (APL)" or "Accredited Prior Experiential Learning (APEL)".

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

24. A number of systems already exist to record the professional development activities of teachers or to record the fact that they have met a particular career milestone and its related standards. For example, new teachers will have a Career Entry profile, all teachers will have performance management records and an increasing number keep their own CPD portfolios. Certain details are held on the Register of Qualified Teachers maintained by the Council.
25. However, not all professional development is recorded in a systematic way or for the entirety of a teacher's career. When teachers leave one school and join another, many records do not go with them.
26. In addition, there are no common guidelines which encourage teachers to routinely reflect on the professional development they undertake within the performance management framework.

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

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

28. While many CPD activities are informal in nature and much mentoring takes place in a school setting, nevertheless, it is still the case that there is no guarantee that all professional development provision will be of an appropriate quality and will result in an outcome which provides a tangible benefit to a teacher, school and ultimately pupil achievement.
29. Greater consistency is needed between providers and it would be beneficial, where it is practical, to develop a position where providers of professional development activities are quality assured in order that all teachers in Wales have access to the highest quality training and professional development possible and that value for money is achieved on all occasions. For example the Council suggested in its advice document "*CPD: An Entitlement For All*" that there was a need to discuss further the idea of a Register of Providers and a Code of Practice for providers.

### **Local approaches**

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

### **Developments in other professions and other countries**

31. The teaching profession in other countries has developed particular CPD related initiatives, for example the Teaching and Learning Academy in England, the Chartered Teacher Programme in Scotland and a Professional Development Framework in New South Wales. Further details of CPD developments in teaching in other countries and in other professions in the UK can be found on the Framework consultation section of our website ([www.gtcw.org.uk](http://www.gtcw.org.uk)).
32. Furthermore, most other professions have identified the importance of CPD and embraced it as a necessary and essential requirement of a career within a particular profession. Teaching has been left behind.

## Summary

**33. In summary, despite the increasing number of professional development activities, the implementation of performance management and the increasing number of standards which teachers either must or might achieve, the following issues prevail:**

- (a) there is currently no structured process to planning, co-ordinating, recognising or quality assuring professional development in a systematic way over the entirety of a teacher's career;**
- (b) there is no structured mechanism for setting out the professional development opportunities, standards and differing career paths open to all teachers over the entirety of a teacher's career;**
- (c) there is no central funding strategy which ensures that all teachers have access to the same CPD opportunities and have sufficient time to undertake such activities.**

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



# The Professional Development Framework

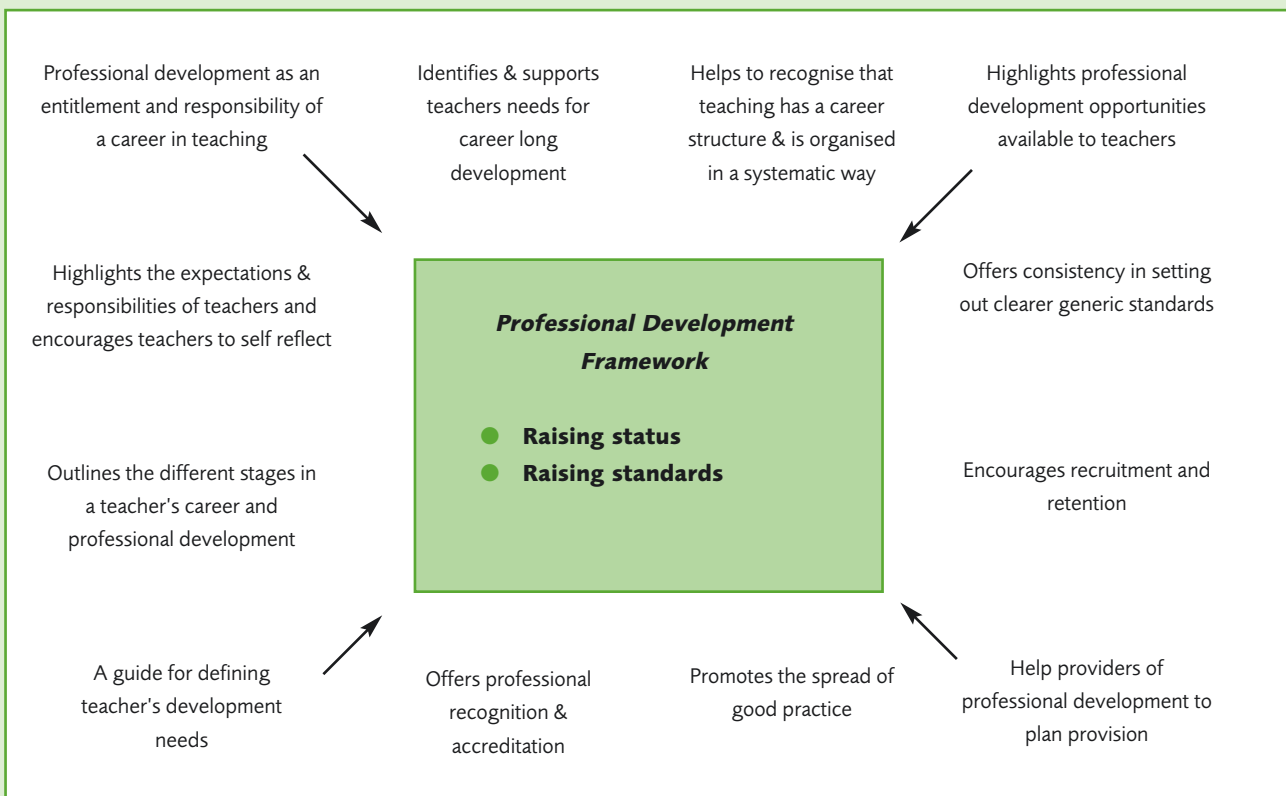
## Chapter 3

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

34. With its emphasis on developing a "made in Wales" approach to Education, the Assembly has made a number of inroads in respect of professional development, for example, the establishment of two years of EPD for newly qualified teachers and the creation of a permanent funding stream for individually focussed CPD through the GTCW administered programme.
35. However, no profession can afford to stand still and continuing development is essential if standards are to be at least maintained and ultimately improved. The Council is keen to develop further an environment that encourages teachers, supported by the Welsh Assembly Government to become reflective practitioners and for them take charge of their own continuing professional development. The development of a Professional Development Framework, the principle of which has already received widespread acceptance, can make these arrangements more coherent, structured and progressive, with the resultant aim being to place teachers in Wales as being the very best in their field.
36. There is, therefore, a clear need for a Professional Development Framework for teachers in Wales which:
- embeds professional development as an entitlement and responsibility for those who pursue a career in teaching and enables this to be recorded;
  - identifies and supports teachers' needs for career long development, while recognising the recent establishment of a performance management ethos within schools;
  - helps prospective and serving teachers and more generally the public to recognise that teaching has a career structure and is organised in a systematic and integrated way;
  - outlines the different stages of professional development in a teacher's career, together with the associated professional standards;
  - encourages teachers to reflect upon their professional development, careers and work and to forward plan in these areas;
  - highlights the expectations and responsibilities of teachers so as to provide equality of opportunity for all teachers in Wales, regardless of location;
  - highlights the professional development opportunities that are available to teachers throughout their careers, whether these be at a individual, local, or national level and whether they be formal or informal activities;
  - offers a guide to teachers and team leaders in the performance management process and, more generally, in defining the teacher's development



- needs, taking into account their experience, responsibilities and the broad direction in which the teacher’s career might develop;
  - sets out the potential opportunities for teachers to gain professional and / or formal recognition / accreditation for their work and professional development;
  - encourages recruitment to the profession and retention thereafter;
  - promotes the spread of good practice and the development of the teaching profession;
  - offers greater consistency in setting out clearer generic standards for specific levels of posts;
  - help providers of professional development to plan and monitor high quality and relevant provision, which meets the needs of individual teachers and the teaching profession as a whole.
  - is fully funded by the Welsh Assembly Government / employers;
- with the ultimate objectives and benefits of:
- raising the standing and status of the teaching profession in order to attract new entrants and retain them by providing a fulfilling and satisfying career for teachers;
  - raising standards of teaching and learning and standards of pupil achievement.



***Question 1 - Do you agree with the underlying principle of establishing a Professional Development Framework for teachers in Wales?***

***Question 2 - Should the Professional Development Framework be based on the objectives set out in chapter 3? If not, what other objectives should the Framework should be based upon?***

## Chapter 4

# Proposed structure of a Professional Development Framework ("four strands")

37. It is proposed that the Framework should be developed by tackling four main strands, all of which are inter-related, namely:

### *Strand 1 – Career Progression - professional milestones and standards.*

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

- all teachers are now required to undertake certain minimum professional development activities and / or meet certain standards, namely to gain Qualified Teacher Status (QTS), complete a statutory Induction period and undertake two further years of EPD;
- thereafter, teachers will have differing aspirations and take differing career paths, for example some will aspire to excellence in the classroom while others might aspire to be Middle leaders (for example, Subject leaders, Heads of department, Key Stage leaders, SENCOs) or Senior leaders (for example, Headteachers, Deputy Headteachers, Assistant Headteachers);
- teachers will have differing personal circumstances.

### *Strand 2 – Professional development, recognition and accreditation.*

39. The second strand of the Framework should complement the first by setting out:

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

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

**Strand 3 – Recording and Self Reflection.**

41. The third strand of the Framework is an extension of strands 1 and 2. Having established a clear career structure for the profession which formally links the stages in a teacher's career, related professional standards and all professional development activities together, there is a need to capture and record these matters. Strand 3 will, therefore, aim to establish a means of formally recording a teacher's progression through their career, in terms of the completion of professional "milestones" and professional development activities. This might involve the establishment of a professional development portfolio which records activity from the Career Entry Profile onwards and offers better linkage to a teacher's record on the Register of Qualified Teachers.
42. The Framework will need to establish clear arrangements which assist teachers in routinely reflecting on the professional development they have undertaken and their future needs and aspirations.
43. Such processes should be natural products of the performance management system and CPD rather than imposing any extra burdens on teachers.

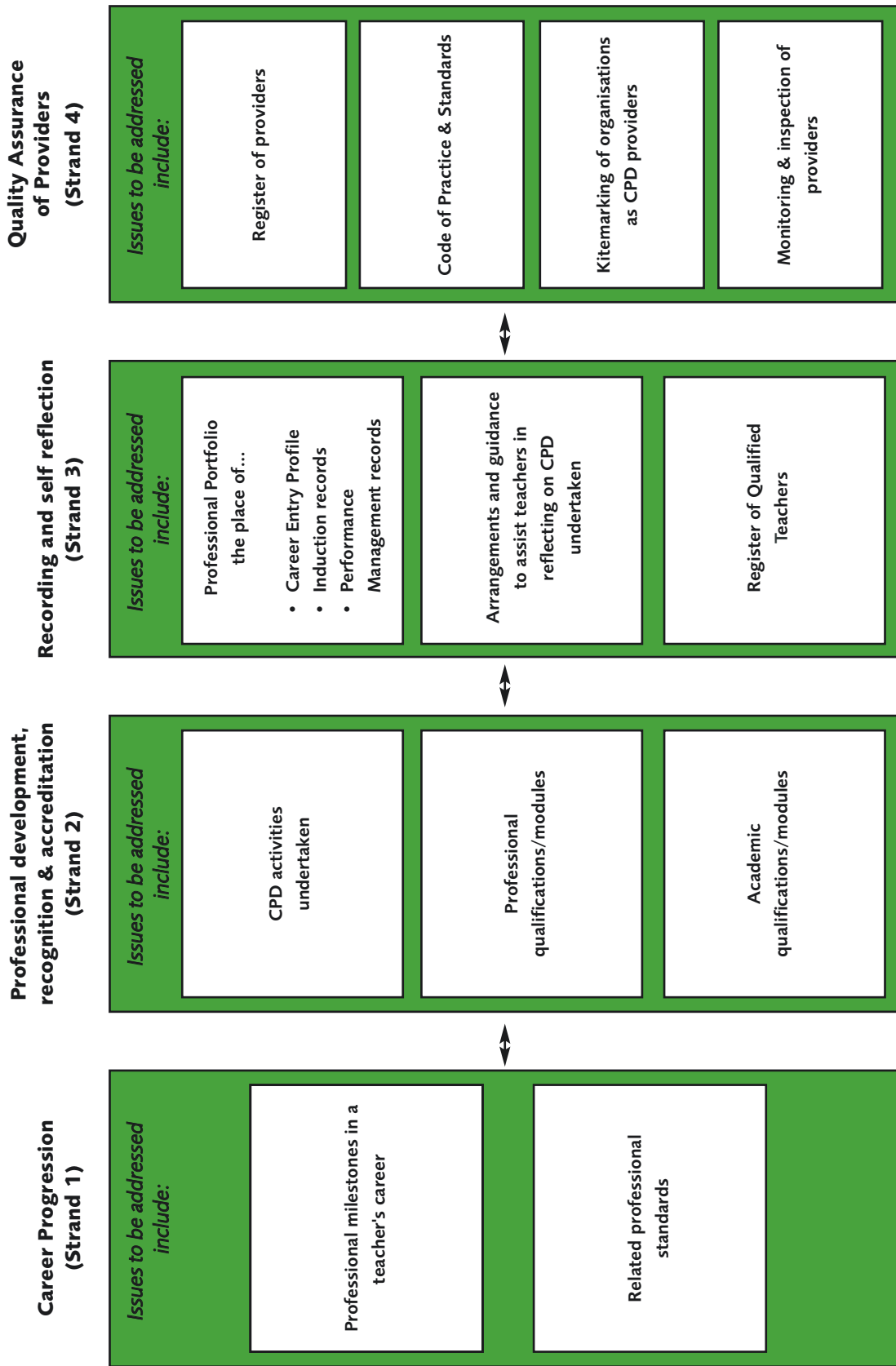
**Strand 4 – Quality Assurance of Providers.**

44. Finally, at present, there is no guarantee that all professional development activities will be of an appropriate quality and will result in an outcome which provides a tangible benefit to a teacher, school and ultimately pupil achievement.
45. It would be beneficial to develop a position where providers of professional development activities within the realms of the Framework are quality assured in order that all teachers in Wales have access to the highest quality training and professional development possible and that value for money is achieved on all occasions. To achieve this, further discussions with LEAs and other providers of CPD are needed with a view to establishing a Register of Providers, a Code of Standards and Practice and possible kitemarking arrangements for schools and providers.
46. In establishing such arrangements, it is acknowledged that professional development activities are extremely broad and often informal in nature. For example, LEA advisers and teacher mentors in schools regularly provide significant professional development support at a local level. Such complexities will need to be considered carefully in developing this aspect of the Framework.
47. The diagram on page 19 summarises the four strands of work in developing a Professional Development Framework.

**Question 3 - Do you agree that the four work strands identified are the areas that should be addressed in developing a Professional Development Framework for teachers in Wales?**

- (a) Strand 1 – Career progression – professional milestones and standards**
- (b) Strand 2 – Professional development, recognition and accreditation**
- (c) Strand 3 – Recording and self-reflection**
- (d) Strand 4 – Quality assurance of providers**
- (e) Are there other areas that should be considered in developing a Professional Development Framework for teachers in Wales?**

# Professional Development Framework - Proposed Strands of Work





# Career Progression - Professional Milestones and Standards ("Strand 1")

## Basis of the first strand of the Framework

48. The Professional Development Framework Task Group identified a number of possible ways of setting out the progression or "milestones" in a teacher's career, for example:

- progression or milestones based on post descriptions;
- progression or milestones based on pay;
- leadership-led progression or milestones;
- progression or milestones which clearly identify the key professional steps in a career in teaching.

49. Each of the following is explored briefly below.

### A model based on post descriptions

50. There are a wide range of responsibilities and posts that exist in schools in Wales, across the primary, secondary and special education sectors. These responsibilities or posts are not defined in a consistent manner between schools or phases.

51. A Framework with a large number of steps would not be helpful to teachers in planning their careers or in clearly identifying the professional development activities which might be undertaken.

### A pay driven model

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

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

54. There was also the concern that the pay framework and its component elements have been significantly changed and altered over the years and are likely to continue to do so. This would not form a firm basis for planning a career or a Professional Development Framework. The Task Group believed that it would be possible, however, to establish a relationship between professional milestones and pay standards if that was considered desirable.



### A leadership-led model

55. An interesting alternative was the concept of a model based on "leadership". All teachers have a leadership element to their work, and therefore, this model seemed to have a number of merits. However, the biggest issue was whether all of the duties and responsibilities required of a teacher could be accurately reflected in a "leadership led" model.
56. The Task Group concluded that it was more practical for the leadership element of teachers' work to constitute one or more components of the milestones rather than being the basis for the entire Framework. See Annex B and the consultation section of the Council's website for further details.

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

57. The Task Group agreed that the most appropriate model seemed to be one which **reflected the various professional "milestones", which teachers would need to reach as they progress through their careers, together with the inherent professional standards associated with these "milestones"**. The achievement of such milestones would not be time-related.

58. A Framework designed around professional milestones and standards seems particularly appropriate, given that all teachers in Wales are already required to gain Qualified Teacher Status (QTS), complete a statutory Induction period and undertake two further years of Early Professional Development. Also, the National Professional Qualification for Headship (NPQH) will be mandatory for new headteachers from September 2005.
59. However, in establishing a Professional Development Framework on this basis, it will be important for the profession to agree, first, that this is the correct basis for developing the structure of professional milestones, and second, to determine what the milestones and related professional standards should be.
60. Subsequent chapters consider the professional milestones and standards in more detail.

## Chapter 5

# The proposed professional milestones

61. In subsequent chapters, the Council refers to "milestones" as being the key steps where the profession believes that national standards currently do or should summarise the professional expectations of a career in teaching. Clearly, there are a large and diverse number of responsibilities and posts within schools, but all such responsibilities and posts **should be able to relate to the key milestones in a national professional development framework.**
62. The proposed milestones in a teacher's career, which the Council believes should form the basis of a Professional Development Framework have been categorised below. Three of the suggested milestones (Qualified Teacher Status, Induction and Headship and Senior Leader) are well established and have professional standards linked to them. Two of the milestones (Classroom Excellence and Middle Leader) do not currently exist in a formal sense, but could have relationships to a number of existing pay standards, such as Threshold and Advanced Skills. Two of the milestones are compulsory, while others would provide optional development routes in a career in teaching.
63. In proposing new milestones, the Council is not trying to place hurdles or barriers in teachers' way. Rather the Council is seeking to establish a clearer and more coherent structure to existing career and professional development arrangements.

### "Compulsory" milestones

- **Milestone - Qualified Teacher Status (QTS)**
64. In order to undertake the 'specified work' of a teacher, he or she must meet the standards for Qualified Teacher Status, either by completing a programme of initial teacher training or through an employment based training route, such as the Graduate Teacher Programme. The QTS standard is well established and is statutory.
- **Milestone - Induction**
65. All newly qualified teachers must now meet the end of Induction standard within a specified period in order to remain a registered teacher. The end of Induction standard was introduced in 2003 and is now statutory.

### "Opportunity"

- **Milestone - Classroom Excellence**
66. Many teachers do not wish to aspire to middle leadership or Headship, but do most certainly want to aspire to excellence in the classroom. The Council is proposing that there should be a new milestone which recognises Classroom Excellence. This professional milestone or related professional standards for it do not currently exist and would need to be developed.

67. However, there are a number of existing standards such as Threshold and Advanced Skills teacher (AST) and DfES will shortly be consulting on the establishment of the Excellent Teacher Scheme. These relationships, therefore, need further exploration. Further discussion on this is set out in chapter 6.

● **Milestone - Middle Leader**

68. Many teachers currently work at a "middle leadership level". This term is defined broadly, and includes a range of posts or responsibilities which currently exist such as Heads of Year, Subject leaders, Key Stage leaders and SENCO. Non-statutory standards for subject leaders and SENCO were developed by the Teacher Training Agency (TTA) in 1998, however, standards, statutory or non-statutory do not currently exist for other posts or responsibilities.

69. There is a need therefore to recognise that many teachers will work at a "middle leader" level and to establish a broad set of professional standards which set out professional activity and development for all responsibilities and posts at this level. A milestone and associated standards do not yet exist for this and would need to be developed. Further discussion is set out in Chapter 7.

70. A milestone and associated standards do not yet exist for this and would need to be developed. Further discussion is set out in Chapter 7.

● **Milestone - Headship and Senior Leader**

71. From 2005, it will be a mandatory requirement for all newly appointed headteachers to have met the Headship standard and hold the National Professional Qualification for Headship (NPQH). Many in the leadership group are frequently required to cover aspects of the headteacher's role or act up as headteachers. It is, therefore, appropriate to include deputy and assistant heads in the same milestone for the purpose of a career Framework for the whole profession.

## The five proposed milestones as a basis for a Professional Development Framework

72. The five proposed milestones for a Professional Development Framework are intended to set out main steps in a teacher's career at the broadest level. This structure has the benefit of not only being easy to understand, but also enables teachers to establish a link between the professional milestones and posts / responsibilities or pay if they so wish.

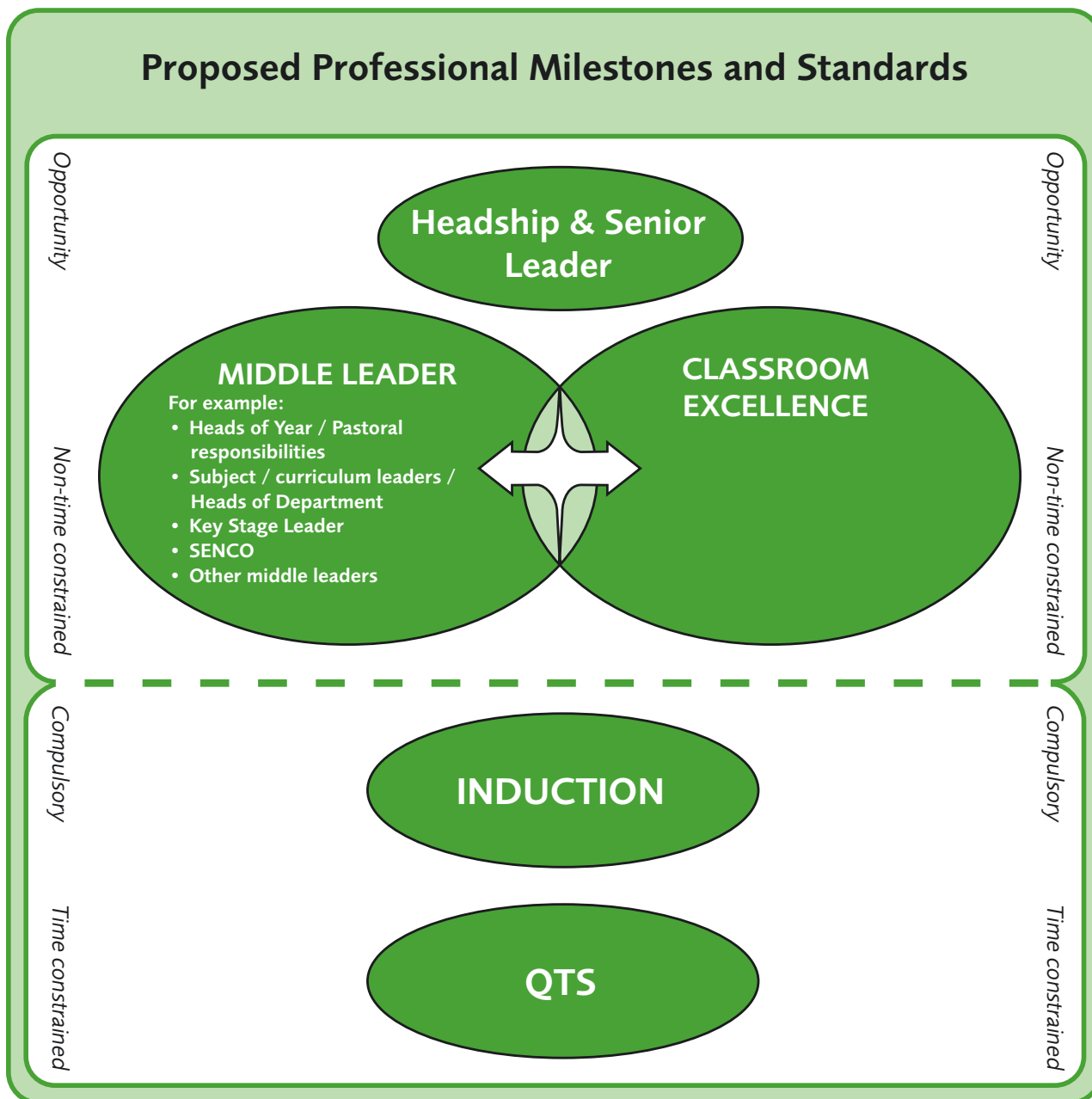
73. The diagram on page 27 serves as illustration.

74. In establishing the professional milestones in a teacher's career and in understanding the diagram, the following points are important:
- the proposed milestones should be owned by the profession;
  - the proposed milestones beyond QTS and Induction are not time-constrained and would open up equality of opportunity;
  - the milestones are key steps in a career in teaching not hurdles to overcome;
  - the milestones are not mutually exclusive, and therefore progression towards one milestone such as Middle Leader should not preclude subsequent progression towards another, such as Classroom Excellence.

**Question 4 - Do you agree that the underlying structure of the first strand of the Framework should be based on the main professional "milestones" within a teacher's career, as opposed to other possible models described in Chapter 5?**

**Question 5 - If you answered "yes" to question 4, do you agree with the five milestones included in this strand of the Framework?**

- (a) Qualified Teacher Status (QTS)**
- (b) Induction**
- (c) Middle Leader**
- (d) Classroom Excellence**
- (e) Headship and Senior leader**
- (f) Are there other milestones which should be added to the Framework?**



## Chapter 6

# A new milestone for Classroom Excellence?

### The concept

75. One of the proposed milestones for a Professional Development Framework concerns "Classroom Excellence".
76. Many teachers wish to pursue a challenging career within the classroom and, in doing so, most certainly aspire to be excellent classroom teachers.
77. Given the strength of opinion on this matter, the Council considers there to be a value in formalising this principle and establishing a professional milestone and a related set of professional standards, which focus on teachers' excellence in the classroom and pedagogic skills.
78. Furthermore, the Council also believes this principle should be extended in such a way that the standing of excellent classroom teachers both within the profession and outside is clearly recognised. A common means of demonstrating this in many other professions and indeed, in teaching in some other countries is through the establishment of "Chartered status". This recognition would denote the level of professional accomplishment and structured development classroom teachers might seek to achieve, beyond QTS and Induction.

### Relationships to other standards which relate to classroom excellence

79. In proposing a milestone for Classroom Excellence, it is important to point out that there are two existing

standards, which promote teacher excellence, notably Threshold and the Advanced Skills Teacher. In addition, DfES is due to consult shortly on the establishment of a third, namely the Excellent Teacher Scheme. Each of these standards is outlined briefly below.

#### Threshold

80. The Threshold standard was introduced in Wales and England in 2001. To achieve the Threshold standard, teachers at the top of the main pay scale for classroom teachers have needed to make an application to be assessed against eight criteria which form the basis of the Standard. To date, some 18,000 plus registered teachers in Wales have already achieved the Threshold standard.
81. Until September 2004, the verification of Threshold assessments was determined by the Secretary of State. DfES has now taken a decision to no longer co-ordinate the award of Threshold centrally, vesting this responsibility directly with the Headteacher.

#### Advanced Skills Teacher (AST)

82. DfES guidance states that an Advanced Skills Teacher is an excellent teacher who achieves the very highest standards of classroom practice and who is paid to share his or her skills and experience with other teachers. The Advanced Skills Teacher pathway offers teachers who want to stay in the classroom a new career route and greater career progression opportunities.
83. Although available, this standard has not been widely promoted or adopted in Wales.

## Excellent Teacher Scheme

84. DfES is expected to consult shortly on the introduction of an Excellent Teacher Scheme. Like the Threshold and Advanced Skills pathways, this scheme is aimed at providing teachers who wish to remain in the classroom with further opportunities to develop their careers. It is also expected as with Threshold and Advanced Skills, the Excellent Teacher Programme will carry additional salary enhancements,.

## Similarities

85. While each of the three Pay Standards or schemes above has its own standards attached, there is much common ground in each set of standards. In particular, the signs of excellence expected in each case all involve:

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

## Why introduce a milestone for Classroom Excellence?

86. Many teachers wish to be recognised for their work as excellent classroom teachers rather than aspire to

middle or senior leaders or headship. Threshold, Advanced Skills Teacher and the proposed Excellent Teacher Scheme provide certain opportunities for such teachers.

87. However, the Council considers that the introduction of so many programmes or standards is unhelpful and is in fact confusing in providing a clear representation of a career in teaching and the optional career paths available. The Council believes that the answer is to establish a broad over-arching milestone "Classroom Excellence" with related professional standards and details of the professional development activities which might apply at this level.

## Shaping the proposed Classroom Excellence milestone / standard

88. The Council will not attempt to develop the Classroom Excellence milestone and its related professional standards here, as this will need to be developed through a full consultation with the profession, if the general principle is supported.

89. However, the Council believes that existing schemes such as Threshold and Advanced Skills and the proposed Excellent Teacher Scheme should be used to inform the milestone and related standards for "Classroom Excellence". The key difference between the Classroom Excellence milestone and the pay standards is that teachers would not be constrained by time, their experience in the profession or other barriers (such as disparities in funding) from seeking or achieving the milestone.

## Chartered Status

90. One of the limitations of existing standards / programmes which promote classroom excellence is that in establishing them, the link to CPD and a

teacher's professional development has not been clearly defined. This is not the case for other established Standards such as Induction or Headship.

91. The concept of Chartered Status is very common in other professions and is available in many other professions. Similarly, an example of such a scheme in the teaching profession is the Chartered Teacher Programme, which has recently been introduced in Scotland. This is awarded by the professional body, GTC Scotland and is open to all teachers who have met the top of the main grade salary scale. Achievement of the Chartered Teacher Status in Scotland can also be used towards a Masters degree.
92. The introduction of Chartered Teacher Status in Wales would have many benefits, including:
- enabling teachers to choose a route that would allow them to stay in the classroom rather than follow a leadership pathway, but at the same time, offering further structured professional development and professional study if they so desire. This professional development and study could in turn be professionally acknowledged and formally recorded;
  - raising the status and public recognition of teachers who choose to stay in the classroom;
  - enabling individual teachers and the profession as a whole to show a commitment to excellence in the classroom and an eagerness to promote learning to the development of all forms of professional action.

### What might it look like

93. If supported by the profession in Wales, the development of a Chartered Teacher Status programme would form part of the second work strand of a Professional Development Framework.
94. This milestone would be owned by the profession itself. In time Chartered Teacher Status could provide evidence for the pay standards of Threshold, AST and the proposed Excellent Teacher Scheme.
95. As illustration of what such a programme might look like, some brief details of the Chartered Teacher programme in Scotland are described in Annex A. This will assist teachers in understanding what a similar arrangement in Wales might involve and help to emphasise that the key defining features are the opportunity for professional development and professional and / or academic recognition.

**Question 6 - Do you agree that a milestone which recognises teacher excellence in the classroom should be developed?**

**Question 7 - If you answered yes to question 6, do you agree that a programme which additionally gives teachers an opportunity to gain significant professional development through gaining Chartered Teacher Status is attractive?**



## Chapter 7

# A generic milestone for middle leaders?

### The work of middle leaders

96. Chapter 5 of this consultation proposed a professional milestone within a Professional Development Framework for "Middle Leader".
97. The scope and responsibilities of middle leaders are very wide and can vary significantly from school to school and between phases. The work of a middle leader can include responsibilities for planning, implementing, monitoring and evaluating the curriculum as part of school improvement. It may also include pastoral and academic support and guidance for pupils, liaising with parents and outside agencies as well as day to day management matters. Increasingly, the role involves receiving and providing INSET for professional development and performance management through a line management responsibility.
98. Posts or responsibilities which currently exist and are considered to come within the realms of the middle leader include:
  - Key stage leaders;
  - Heads of Year;
  - Subject leaders;
  - Curriculum co-ordinators;
  - Heads of department;
  - Special Education Needs Co-ordinators;
  - Other middle leadership roles.

### A lack of professional standards for middle leaders

99. While the role of the middle leader in schools is increasingly acknowledged and recognised, there is

little in place in respect of professional standards for middle leaders. Nonstatutory standards for subject leaders and SENCO were developed by the Teacher Training Agency (TTA) in 1998. However, standards, statutory or non-statutory do not currently exist for any other posts or responsibilities under the "middle leader" heading. This is clearly unhelpful for teachers working at this level.

100. There, therefore, seems to be a need to more formally acknowledge the fact that many teachers work at a middle leader level and to establish a broad set of professional standards which set out professional activity and development for all responsibilities and posts at this level rather than just one or two, such as Subject leader and SENCO.

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

101. While the Council would not wish to develop the actual milestone and related standards itself in this document (this would merit a consultation of its own), the main objective would be to establish a common set of characteristics which underpin all roles at the middle leader level. As illustration, it is thought helpful to briefly set out some of the broad principles upon which such a milestone might be based. Such broad principles include:
  - (a) The milestone and related professional standards must recognise that there are a broad range of responsibilities and posts at middle leader level, and attempt to incorporate the main functions and activities of teachers at this level regardless of their role, phase or school.

- (b) The milestone and related professional standards should set out the professional knowledge, understanding, skills and attributes necessary for middle leaders to effectively carry out the key tasks in their role. However, in doing so the milestone should aid development rather than act as a barrier to progression.
- (c) The milestone and associated professional standards should acknowledge that with the introduction of performance management and a greater emphasis on monitoring, evaluation, mentoring and pastoral duties, the role of the middle leader has changed considerably over recent years.
- (d) The milestone and associated professional standards should be based on the broad headings discussed by the Council in Chapter 8 and set out in Annex C, notably:
- Professional characteristics;
  - Knowledge and understanding;
  - Pupil progress – planning, teaching, monitoring and evaluation;
  - Leadership and management;
  - Communication;
  - Developing oneself and others.
- (e) The milestone and associated professional standards should draw on the existing standards developed by the Teacher Training Agency for Subject leaders and SENCO.

## The availability of professional development for middle leaders

102. While, this area is one that would be considered in detail in the later work strands of the Framework, it is encouraging to note that there are already a good number of professional development opportunities open to middle leaders in Wales, and in many cases, LEAs and higher education institutions work in close partnership. For example,
- all LEAs in Wales have some form of in-service training or advisory support for middle leaders;
  - significant numbers of teachers have completed leadership programmes run in partnership between higher education institutions in Wales and various LEAs alone (over 1,000 in one area alone). Many teachers have gained academic accreditation for this work;
  - the Welsh Assembly Government co-ordinated school leadership modules which lead into the National Headship Development Programme and offer a range of professional development options for middle leaders.

**Question 8 - Do you agree that a generic milestone, with related professional standards is necessary for "middle leaders"?**

## Chapter 8

### Standards within each milestone

103. Chapter 5 to 7 explored the basis upon which a Professional Development Framework might be based and set out the milestones that might be included in the Framework. This final chapter concludes by looking at the issue of the professional standards that might relate to each professional milestone.
104. In order to establish a Professional Development Framework for teachers in Wales which recognises the different stages in a teacher's career and links these to both associated professional standards and professional development, it is essential that the standards for each "milestone" are such that:
- there is clear consistency, coherence and progression between standards for different milestones. For example, one would expect the standards for Induction to build upon and be more stretching than the standards for QTS;
  - there is a consistent basis for any teacher to consider the standards for one milestone against the standards for another;
  - all milestones should have a related set of professional standards attached.
105. The Council has recently commissioned a small study to determine the consistency, coherence and progression between the existing milestones, for which standards currently exist (QTS, Induction, Threshold, Headship, Subject leaders and SENCO). This analysis has highlighted a number of particular problems, for example:
- the existing milestones have been developed largely in isolation by different organisations (the Assembly, DfES, the TTA) and at different times;
  - not all of the milestones and their accompanying standards have a statutory status;
  - the headings used for standards in the existing milestones are inconsistent. Annex B demonstrates the inconsistencies in headings at present and Annex C sets out a set of suggested generic headings as an illustration of what might be established across all the milestones.
  - there are a small number of anomalies at present, which mean that on occasions, there is no coherence and progression between the standards for some milestones.
  - some of the milestones have a professional and / or academic accreditation attached, while others do not. For example, QTS offers academic and professional accreditation. Headship offers both professional accreditation, and academic recognition in the form of potential credits towards a Masters degree. Threshold offers neither.
106. The study and analysis of existing milestones may be found on the Framework consultation section of the Council's website ([www.gtcw.org.uk](http://www.gtcw.org.uk)).

107. The Council believes that it is necessary to establish a position such that:

- all milestones have a set of coherent, progressive and related standards;
- all milestones and their related standards are "Wales owned", either by the profession or the Assembly, whilst recognising qualifications obtained in other countries, as and when appropriate;
- the standards within each milestones are redeveloped within a common set of headings or in the interim, a set of headings is agreed in order that existing standards and professional development activities can be considered on a common basis. A suggested set of common headings is set out in Annex C, notably:
  - Professional characteristics;
  - Knowledge and understanding;
  - Pupil progress – planning, teaching, monitoring and evaluation;
  - Leadership and management;
  - Communication;
  - Developing oneself and others.

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

- (a) the Assembly to redevelop the QTS, Induction and Headship standards under a common set of headings;
- (b) for the professional body to develop standards for the Classroom Excellence and Headship and Senior leader milestones, under a common set of headings.

109. A set of possible headings, which might be used to establish coherence and progression between milestones is provided at Annex C.

**Question 9 - Do you agree that having confirmed the milestones, there is a need to develop a position where each and every milestone has a set of standards developed under a common set of headings?**

**Question 10 - Do you agree with the particular common set of headings suggested at Annex C. If not, what should be added, amended or deleted?**

# ANNEX

# Annex A

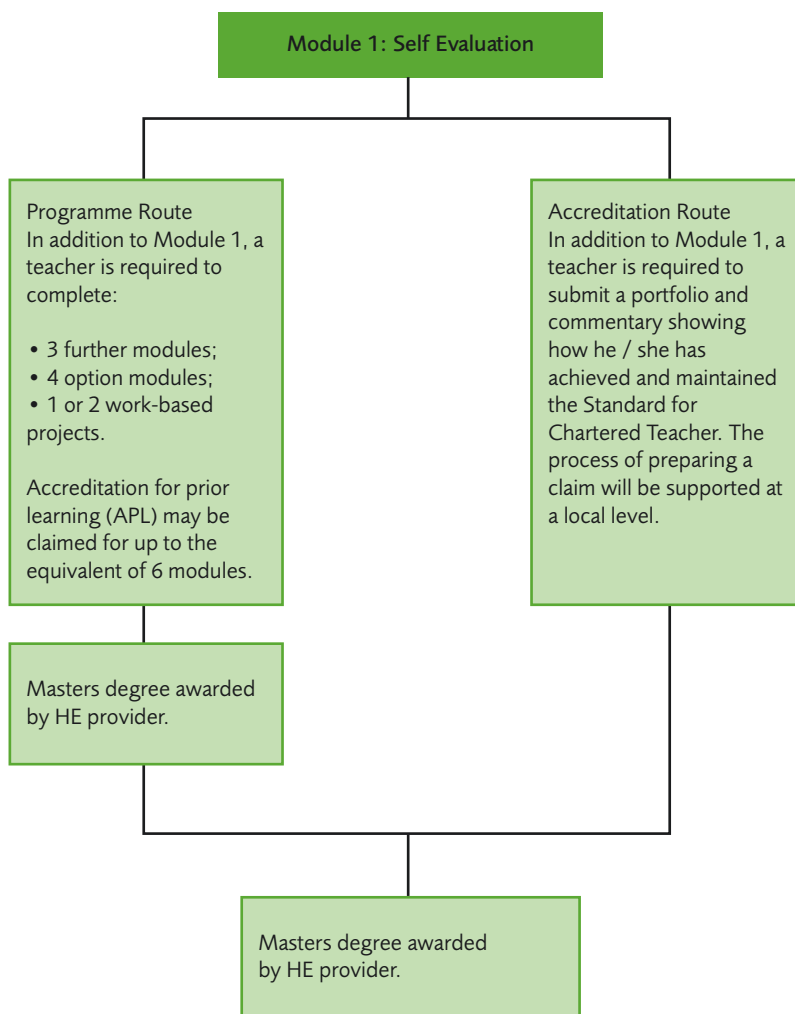
## Classroom Excellence – An Illustration, Chartered Teacher Status in Scotland

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

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

111. There are two routes to becoming a Chartered Teacher in Scotland, namely:

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



112. These routes are summarised in the diagram above:

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

## Annex B

### Existing milestones and standards

114. Chapters 2 and 8 describe the milestones and related standards which currently exist in a teacher's career. The following table summarises these milestones, states the body that developed each milestones and lists the key headings under which the related professional standards are set out in each case. Please note, each existing milestone has a large number of professional standards linked to it. For this reason, the key headings only are listed here.

<b>Milestone</b>	<b>Statutory</b>	<b>Developed by</b>	<b>Key headings under which professional standards are grouped</b>
Qualified Teacher Status (QTS)	Yes	Welsh Assembly Government	<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Planning, teaching and class management</li> <li>• Monitoring, assessment, recording, reporting and accountability</li> <li>• Other professional requirements</li> </ul>
Induction	Yes	Welsh Assembly Government	<ul style="list-style-type: none"> <li>• Professional characteristics</li> <li>• Knowledge and understanding</li> <li>• Planning, teaching and learning and class management</li> <li>• Monitoring, assessment, recording and reporting</li> </ul>
Threshold	No	Department for Education and Skills	<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Teaching and assessment – planning lessons</li> <li>• Teaching and assessment – classroom management</li> <li>• Teaching and assessment – monitoring progress</li> <li>• Pupil progress</li> <li>• Wider professional effectiveness – personal development</li> <li>• Wider professional effectiveness</li> </ul>
Subject leader	No	Teacher Training Agency	<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Skills and attributes</li> <li>• Key areas of subject leadership</li> </ul>
Special Needs Education Co-ordinator (SENCO)	No	Teacher Training Agency	<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Skills and attributes</li> <li>• Key areas of SENCO co-ordination</li> </ul>
Headteacher	Yes	Welsh Assembly Government	<ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Skills and attributes</li> <li>• Key areas of headship</li> </ul>

## Annex C

# Proposed generic headings to group standards across the professional milestones

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



## Annex D

### Summary of consultation questions

1. Do you agree with the underlying principle of establishing a Professional Development Framework for teachers in Wales? (Chapter 3)
2. Should the Professional Development Framework be based on the objectives set out in chapter 3? If not, what other objectives should the Framework should be based upon? (Chapter 3)
3. Do you agree that the four work strands identified are the areas that should be addressed in developing a Professional Development Framework for teachers in Wales? (Chapter 4)
  - (a) Strand 1 – Career progression – professional milestones and standards
  - (b) Strand 2 – Professional development, recognition and accreditation
  - (c) Strand 3 – Recording and self-reflection
  - (d) Strand 4 – Quality assurance of providers
  - (e) Are there other areas that should be considered in developing a Professional Development Framework for teachers in Wales?
4. Do you agree that the underlying structure of the first strand of the Framework should be based on the main professional "milestones" within a teacher's career, as opposed to other possible models described in Chapter 5? (Chapter 5)
5. If you answered "yes" to question 4, do you agree with the five milestones included in this strand of the Framework? (Chapter 5)
  - (a) Qualified Teacher Status (QTS)
  - (b) Induction
  - (c) Middle Leader
  - (d) Classroom Excellence
  - (e) Headship and Senior leader
  - (f) Are there any other milestones which should be added to the Framework?
6. Do you agree that a milestone which recognises teacher excellence in the classroom should be developed? (Chapter 6)
7. If you answered yes to question 6, do you agree that a programme which additionally gives teachers an opportunity to gain significant professional development through gaining Chartered Teacher Status is attractive? (Chapter 6)
8. Do you agree that a generic milestone, with related professional standards is necessary for "middle leaders"? (Chapter 7)
9. Do you agree that having confirmed the milestones, there is a need to develop a position where each and every milestone has a set of standards developed under a common set of headings? (Chapter 7)
10. Do you agree with the particular common set of headings suggested at Annex C. If not, what should be added, amended or deleted? (Chapter 8)

## Annex E

# Indicative timetable for development and consultation on the "four strands" of the Professional Development Framework 2004-07

An indicative timetable for consulting on the establishment of a Professional Development Framework and providing subsequent advice to the Welsh Assembly Government is as follows:

Action	Indicative timescale
Consultation with teachers, unions and others on proposed Framework and Strand 1 specifically	January 2005 – March 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	October 2005 – December 2005
Following the initial consultation on Strand 2, to develop and present advice to Welsh Assembly Government on Strand 2.	March 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	September 2006 – November 2006
Following the initial consultation on Strands 3 and 4, to develop and present advice to Welsh Assembly Government on Strands 3 and 4.	January 2007