

## Education and Lifelong Learning Committee

### PRESENTATION BY THE GENERAL TEACHING COUNCIL FOR WALES ON CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FOR TEACHERS

#### Purpose

This paper provides the Committee with background information on the General Teaching Council for Wales' policy advice paper *"Continuing Professional Development: An Entitlement for All"*, and its paper on the evaluation of the first year of the CPD pilot projects. The Committee's views on the way forward are sought. Copies of the Council's papers have been distributed to Committee members.

#### Summary

This paper covers:

- ◆ background information on the experience of CPD in Wales to date;
- ◆ the evaluation report on Phase 1 of the CPD pilot projects;
- ◆ an overview of the Council's recommendations to the Assembly Government; and
- ◆ invites the Committee's' views on the way forward.

#### Timing

The Council will be making a presentation to the Committee on its policy advice paper *"Continuing Professional Development: An Entitlement for All"* which was submitted to the Welsh Assembly Government on 30 April 2002 following extensive consultation with the profession.

#### Background

There is little information on the extent of the provisional take up of CPD in Wales, although anecdotal evidence has suggested that it has been targeted towards the development of school plans and dissemination of national initiatives - CPD being school driven rather than meeting the needs of individual teachers. Although CPD has both been delivered and funded through a number of mechanisms, such as LEAs (through GEST), the teaching unions and individual schools the nature and extent of the provision has not been clear.

Against this background:

#### GTCW Action to date

The Council identified the development of CPD advice as one of its key priorities in 2001-02, as part of its overall objective to seek high quality professional development for teachers throughout their career.

As a first step, in September 2001, the Council undertook an extensive information gathering exercise with LEA's, the teaching unions, teachers, Initial Teacher Training providers, other professional bodies and experts in the field. An all Wales Conference was held on 5 December 2001 to consider the policy advice paper *"Continuing Professional Development: An Entitlement for All"*. The Council invited a wide range of organisations to the conference, involved in both the development and provision of CPD to seek their views on the their draft policy advice paper. The re-drafted advice paper that emerged after the conference was then subject to a wider consultation with the teaching profession that took place earlier this year and was subsequently submitted to the Assembly in April.

### **Welsh Assembly Government Action**

The Assembly Government has begun work on an Early Professional Development programme for teachers including the introduction of a statutory induction year and is taking forward a pilot programme of training for senior managers as well as the current programme for headship training. It recognises that there is a need to fill the gap between early development and development for senior managers by ensuring high quality professional development for teachers is provided *throughout* their careers.

As part of the Assembly Government's commitment to support the Council's work on CPD, an additional £1.5 million was made available to the Council in 2001-02 and £5 million in 2002-03 to enable it to test out and evaluate the means of delivering CPD to meet individual teachers' needs through pilot projects. The evaluation of the pilots would inform the Council's information gathering exercise and subsequent advice to the Assembly. Working with the Council in this way ensured that for the first time the Assembly would have substantiated evidence on the demand for individually orientated CPD in Wales and an evaluation of the benefits to teachers and schools.

### **CPD pilot projects**

The £1.5 million additional funding in 2001-02 meant that teachers across Wales were able to bid for funds that could be used to support a range of individually orientated CPD opportunities such as research scholarships, teachers' visits and exchanges and professional bursaries. Response to Phase 1 from teachers and others within the education field, including the teaching unions, was very positive and some 1400 applications for funding from teachers were received.

For 2002-03, a further £5 million has been made available to the Council to extend the individually orientated CPD pilots projects for a further year (Phase 2). In addition to the existing pilot projects, in 2002-03 teachers are able to seek support for other individually orientated CPD such as international visits, teacher sabbaticals and developing professional networks. Grants are also available to support whole school initiatives and applications from schools in Communities First areas are particularly welcomed. This year, to date, 4865 applications from teachers have been received.

## Evaluation of Phase 1 Pilot Projects

The Council commissioned an independent evaluation of the Phase I that was undertaken by UWIC/PPI partnership in June 2002. A copy of the evaluation report has been distributed to members. The key message to emerge from the report is that pilot projects have been *"an overwhelming success in developing teachers' professional skills, knowledge and understanding and in stimulating their enthusiasm and motivation."*

## Position in England

DfES has been operating CPD pilot projects for a number of years through a number of different bodies. Some £39.5 million has been made available for CPD in 2002-03, to fund sabbaticals, best practice research scholarships, professional bursaries, early professional development.

Some of the pilots have yet to be formally evaluated while others have proven to be successful, such as the Teacher's International Professional Development Scheme (TIPD), which supports study visits, exchanges, study visits in developing countries and school determined bids.

Although CPD provision is quite extensive in England, many of the initiatives are also at pilot stage and there are often conditions attached to eligibility or targeted at certain areas.

## Policy Advice Paper: 'Continuing Professional Development: An Entitlement for All'

The Council's policy advice paper sets out key principles of entitlement to CPD for teachers and proposes that the Welsh Assembly Government gives approval and support for the proposals and commits itself to providing appropriate financial support for its staged introduction with a view to full implementation by September 2007.

The advice paper, which has been influenced by the evaluation of Phase 1 of the CPD pilot projects, is in two parts:

Part 1 (chapters 1 to 6) puts forward the **principles of entitlement** that the Council believes provide a clear framework for teachers' CPD and focuses on:

- ◆ defining CPD;
- ◆ CPD entitlement and responsibilities;
- ◆ a career long professional development entitlement;
- ◆ performance management; and

- ◆ timetable for introduction.

Part 2 (chapters 7 to 10) sets out a series of **implementation issues** that will need to be addressed if the principles are to become a reality including:

- ◆ funding;
- ◆ accreditation of CPD;
- ◆ partnership; and
- ◆ the role of Initial Teacher Training Institutions.

The Minister for Education and Lifelong has not yet accepted the Council's recommendations but has advised the Council that the Education and Lifelong Learning Committee would need to be consulted on how to take the recommendations forward. An overview of the recommendations together with proposals on how to take them forward is at Annex A.

### **Action for Committee**

Members of the Education and Lifelong Learning Committee are invited to:

- ◆ raise any questions with the Council about its policy advice paper and evaluated study;
- ◆ in the light of the presentation by the Council to indicate if they are content with the proposals set out in Annex A on how to take the recommendations forward and
- ◆ decide how they wish to be kept involved in the development of the Assembly's CPD strategy.

### **Compliance**

The Teaching and Higher Education Act 1998 provides the powers for the Council to advise on career development of teachers (Paragraph 2 (2)) and for the Secretary of State to require the Council to undertake (or join with any other person or body in undertaking) activities designed to promote the continuing professional development of teachers (Paragraph 9 (2) (b)). These powers were transferred to the National Assembly under the Transfer of Functions Order 1999 and have been delegated to the Minister for Education and Lifelong Learning. There are no issues of regularity or propriety.

### **Financial Implications**

The Council's paper makes recommendations about the future funding of CPD that will need to be considered as part of the current Budget Planning Round.

**Contact point**

Sue Lovell, Teaching and Leadership Division 2.

## CONTINUING PROFESSIONAL DEVELOPMENT (CPD) – AN ENTITLEMENT FOR ALL- OVERVIEW OF RECOMMENDATIONS

### PART 1 PRINCIPLES OF ENTITLEMENT

#### Chapter 1 Recommendation

- that the Welsh Assembly Government approve a broad definition of CPD and that it is used by schools, local and diocesan authorities and other CPD providers as well as the Welsh Assembly Government itself to shape future CPD policy and practice.
- The Council proposes the following definition of CPD "*CPD encompasses all formal and informal learning which enables teachers to improve their own practice.*"

Comment : propose that this recommendation is endorsed and the definition adopted

*What are the Committee's views on this ?*

#### Chapter 2 Recommendation

- the adoption of the principle that both employers and teachers have responsibilities in relation to CPD;
- that the Welsh Assembly Government, local and diocesan authorities and schools plan for provision of CPD opportunities with the above responsibilities in mind;
- the Welsh Assembly Government encourages schools to foster an environment for teachers to learn and develop professionally.

Comment : The Assembly Government is committed to make Wales an outstanding place to teach as well as learn. It wishes to see that teachers have opportunities to take up CPD to develop, and to contribute to raised standards in schools. From the teacher's point of view the GTCW's own Professional Code for teachers places a responsibility on them to identify their development needs and to take advantage of the opportunities available to them. Propose therefore that this recommendation be accepted.

*What are the Committee' views on this?*

### Chapter 3 Recommendation

- The Welsh Assembly Government to introduce a properly funded framework of CPD based on individually focused, school focused and LEA/nationally focused activities;
- The Welsh Assembly Government to introduce an entitlement to individually focused CPD by September 2003 with the proviso that an adequate system of administration and quality control must be introduced.

Comment : In principle, accept that CPD should be open to everyone and that a CPD framework should be developed. The Assembly is committed to provide a distinctive 'made in Wales' continuous framework of support for teachers. All teachers should be able to take up opportunities to develop themselves as individuals but there is merit in having different types of CPD which meet not only the needs of the teacher but also those of the school.

#### ***What is the Committee's view?***

No commitment can be made at this stage about the future funding of CPD in Wales but the Council's advice will be considered as part of the current Budget Planning Round discussions. It is important that the momentum built up by the Council on this issue is not lost.

#### ***What is the Committee's view?***

### Chapter 4 Recommendation

- The Welsh Assembly Government to adopt and fund a career-long professional development entitlement as the basis for future CPD policies and strategies in which all teachers, irrespective of geographic location in Wales are entitled to a minimum entitlement of high quality professional development
- The Welsh assembly government to develop proposals in partnership with the Council and others to introduce a teaching based professional qualification recognising excellence the classroom.

Comment: The Learning Country sets out the Assembly Government's intention to provide a distinctive framework of continuous development for teachers. The process has already begun: a new statutory induction year will be introduced from September 2003 together with new induction standards; a framework for Early Professional Development for years two and three is being developed; there are the CPD pilot projects run by the Council for teachers who have settled in their careers and there are well established arrangements for training heads and senior managers in schools. The proposal for a professional qualification is an

interesting concept but needs to be considered further by the Assembly in conjunction with the Council and other partners.

***What is the Committee's view?***

Chapter 5 Recommendation

*The Welsh Assembly Government and schools should:*

- Highlight CPD needs identification as an essential element of the performance management process;
- Provide opportunities for all Staff Development Officers and line managers to receive training to equip them to handle discussion relating to an individual's professional development needs;
- Recognise the increased demand for CPD opportunities that performance management will generate and ensures sufficient resources are available to meet this need;
- The Council recommends the development of guidance for Staff Development Officers and line managers in performance management, to assist them in handling discussions on professional development. The Council would be willing to assume a role in working with partners to develop this guidance.

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Comment : The Assembly's performance management regulations clearly highlight the essential element of CPD. Reference to CPD is included in objective planning, the appraisal review and written review statement.

The Welsh Assembly Government in partnership with local education authorities is supporting the training needed for the new system and its initial operation in 2002-03. The first priority has been to deal with the training needed for heads and governors and the initial operation the new system, and the production of a range of guidance material on the system as a whole, governors' responsibilities and objective setting. We will be considering later what further support, training and guidance might be desirable and will consider the Council's recommendation in that context.

*What are the Committee's views on this approach?*

Chapter 6 Recommendation



- Early agreement on the outline of a CPD framework and entitlement for teachers in Wales by June/July 2002; and the
- Introduction of an entitlement to individually focused CPD for all teachers, backed with sufficient resources by September 2003, with the proviso that an adequate system of administration and quality control must be introduced.

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Comment : The recommendation here simply reflects that this chapter brings together previous recommendations.

## PART 2 - IMPLEMENTATION ISSUES

The recommendations listed in chapters 7 to 10 of the Council's advice paper are:

### Chapter 7 Recommendation

Introducing an annual CPD entitlement for teachers in the form of an agreed sum of money, which could be spent on relevant individually focused professional development;

- Introducing a system for administering the entitlement that will allow teachers to bank the funding and use it later for a longer CPD activity;
- Introducing an element of longer term funding for schools to enable them to plan their CPD programme;
- Refining the GEST funding mechanism to enable it to better fund CPD activities in support of local and national priorities

### Chapter 8

Further discussion with HEIs, other CPD providers and with Estyn on:

- identifying possible methods of accrediting CPD
- The desirability of the Council developing a Code of Standards and Practice for CPD providers
- The introduction of a system for the accreditation of CPD providers

## Chapter 9

Give encouragement and support to schools to develop partnerships and to make use of the expertise of their own teachers in providing CPD opportunities for themselves and others;

- Develop partnerships between schools, LEAs and HEIs on an interagency and inter-sector basis
- *to discuss further with the Welsh Assembly government the possibility of developing funding mechanisms that encourage key sectors to collaborate*
- to discuss further with the Welsh Assembly government the setting up of a forum to steer the implementation of a national CPD framework involving all interested partners, including representatives of LEAs, diocesan authorities, teacher unions and associations, ITET Institutions, other CPD providers, the Welsh Assembly Government, Estyn and the Council.

## Chapter 10

- Advises the Welsh Assembly Government to undertake a review of the Initial Teacher Education and Training sector which includes ways the sector can contribute to continuing teacher education;
- Should be invited to undertake discussions with ITET Institutions with a view to the development of a comprehensive credit framework for teachers' CPD.

Comment: There are a number of important implementation issues raised in these Chapters that the Assembly needs to address. The Minister is grateful to the Council for bringing the issues to the fore but many of the Council's recommendations cannot be implemented overnight and will need to form part of a medium to longer term strategy. Accreditation and the role of the ITT institutions in CPD, for example, need to be looked at in more detail and their viability worked through in collaboration with the Council and other agencies.

Of the issues raised the key issue that does need to be addressed in the first instance is the funding of CPD in Wales and the delivery of the funding. To date the GTCW has managed the scheme but we need to consider a permanent solution. Possible options to be explored further by officials include funding of CPD through LEAs, direct to schools or through a central body such as the Assembly or another agency, public or private.

*The Committee is invited to comment.*

Over the next few months, the Assembly will need to work up its policy on CPD in the light of the Council's paper. The aim would be to consult on the Assembly's proposals in the Autumn. The Committee is also invited to indicate how it would like to be involved in future discussions on the development of a CPD strategy for Wales.

*Is the Committee content with this approach?*