

EAST AYRSHIRE COUNCIL

**EAST AYRSHIRE COUNCIL JOINT NEGOTIATING
COMMITTEE FOR TEACHING STAFF - 23 OCTOBER 2002**

CONTINUING PROFESSIONAL DEVELOPMENT

Report by Director of Educational and Social Services

1. PURPOSE

- 1.1** To seek agreement on a framework for continuing professional development (CPD).

2. BACKGROUND

- 2.1** "A Teaching Profession for the 21st Century" (known widely as the "McCrone Agreement") included the following provisions on continuing professional development:

- *"The length of the working year for teachers will continue to be 195 days*
- *teachers shall have an ongoing commitment to maintain their professional expertise through an agreed programme of continuing professional development*
- *an additional contractual 35 hours of CPD per annum will be introduced as a maximum for all teachers, which shall consist of an appropriate balance of personal professional development, attendance at nationally accredited courses, small scale school-based activities or other CPD activity. This balance will be based on an assessment of individual need taking account of school, local and national priorities and shall be carried out at an appropriate time and place*
- *every teacher will have an annual CPD plan agreed with his/her immediate manager and every teacher will be required to maintain an individual CPD record*
- *it is recognised that a quality based framework for professional development will take some time to deliver and therefore, teachers will work towards but not be expected to meet the full commitment until August 2003"*

3. SCOPE

- 3.1 Since the publication of “A Teaching Profession for the 21st Century”, subsequent agreements have been published as SNCT 12 for advisers SNCT 16 for psychologists and SNCT 11 for music instructors. All of these agreements include provision for CPD. This agreement therefore covers all staff employed on teachers’ conditions including, for these purposes, advisers (now re-titled as quality improvement officers), psychologists, and music instructors. Probationer teachers who are part of the national induction scheme are covered by a separate set of arrangements which is subject to a separate agreement.

4. PRINCIPLES

- 4.1 Clear statements are made by the General Teaching Council for Scotland in the Standard for Full Registration which set a clear professional context:

“A commitment to lifelong learning and personal development is at the heart of being part of a learning profession. If this commitment is to be regarded as a responsibility for all teachers, Continuing Professional Development (CPD) will need to be presented as a continuum which extends from ITE, through induction (probation) on the whole of a teacher’s career. (Para 2.3)

..... Local authority arrangements for a formal professional development and review process will also make a key contribution to encouraging self-reflection on the part of new teachers and help them prioritise areas for development. (Para 2.4)

.....The SFR, in line with this school improvement model, identifies professional reflection and self-evaluation as integral to good professional practice and to school improvement. Newly qualified teachers will have become accustomed to engaging in self-evaluation within ITE. They will expect the emphasis on this professional skill to extend into their wider role as a teacher and to have an entitlement to appropriate CPD. (Para 2.5)

New teachers need to have a range of experiences which will enable them to develop further professionally in relation to:

- *being a reflective practitioner, capable of effective self-evaluation which improves their practice.....(Para 4.1)*

This establishes that CPD has the following features:

- it is a right and responsibility of all teachers
- formal review processes are important
- professional reflection and self evaluation are integral to professional practice.
- CPD is about improving practice

4.2 “A Teaching Profession for the 21st Century” recognises that CPD will be based on “*an assessment of individual need taking account of school, local and national priorities*”. It therefore follows that all teachers have a professional responsibility to be aware of school, local and national priorities and to apply them to their own work situation.

5. FEATURES OF CPD IN EAST AYRSHIRE

5.1 Continuing Professional Development will be based upon a Staff Development and Review process. Work is currently under way in revising the approach to SDR. The revised process will be the subject of negotiation and agreement. Until the new system has been developed the present system will be used as the basis for CPD.

5.2 The length of the working year for teachers and music instructors will be 195 days. For psychologists and advisers (quality improvement officers) the working year will be as specified in the contracts of employment between these members of staff and the Authority.

5.3 All teachers, music instructors, advisers and psychologists will participate in continuing professional development.

5.4 Every teacher, music instructor, adviser and psychologist will have an annual CPD plan. This CPD plan will be agreed with the immediate line manager.

5.5 The CPD plan will have the following features:

- the activities and tasks can be reasonably expected to be overtaken in no more than 35 hours, or for session 2002/2003, no more than 25 hours
- where a member of staff is employed on a part-time or job share basis, a pro-rata element of the annual obligation will apply
- there will be an appropriate balance of activities including personal professional development, attendance at nationally accredited courses, school-based activities, authority based courses, or appropriate activities including involvement in CPD with other establishments and services
- the balance will be based on an assessment of individual need taking account of school, local and national priorities.

5.6 Every teacher will maintain a record of their CPD. It is open to headteachers, or their equivalent, to devise systems which meet local needs. However, such systems must have been discussed and agreed at school level with teachers. School based systems must reflect any national or authority-based

documentation as a minimum requirement. A proforma reflecting the minimum standard of record keeping is included at Appendix 1. The CPD plan will be part of the CPD record. The teacher and his/her line manager may discuss progress at any time of the year.

- 5.7** Where a school-based system is being considered, the arrangements for seeking agreement and dispute resolution will be the same as those used to agree the arrangements for the working week under the agreed guidance for “A Teaching Profession for the 21st Century”.

6. RECOMMENDATIONS

It is recommended that Members agree that:

- (i) this agreement covers all members of staff employed on teachers' conditions of service including advisers (quality improvement officers), psychologists and music instructors but excludes probationer teachers; and
- (ii) the joint secretaries should circulate this paper to all educational establishments and services.

John Mulgrew
Director of Educational and Social Services

GRS/GRS
14 October 2002

LIST OF BACKGROUND PAPERS

1. “A Teaching Profession for the 21st Century”.
2. SNCT Circulars 11, 12 and 16.

Members requiring further information should contact Graham Short, Head of Schools, (01563-576089).

IMPLEMENTATION OFFICER: GRAHAM SHORT

