# Learning Together:

## Improving teaching, improving learning

The roles of continuing professional development, collegiality and chartered teachers in implementing *Curriculum for Excellence*

**HMIe**
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# FOREWORD

*Curriculum for Excellence* sets a rightly-ambitious agenda for reform in Scottish education. While Scottish teachers have highly-developed professional skills, the success of the reform will depend upon teachers developing new knowledge, understanding and practice. Particularly in an environment where resources are restricted, it will be important to use available time and resources to maximum effect to achieve this. The Teachers' Agreement[1] established conditions and processes which are intended to enhance individual teachers' professional skills, knowledge and attributes, and provide a context for them to be able to perform to the highest level. The benefits of the Teachers' Agreement have yet to be fully realised. Successful implementation of *Curriculum for Excellence* relies on this.

We have reached a transition point in both *Curriculum for Excellence* and the implementation of the Teachers' Agreement. Many of the required components are in place. The revised Standard for Chartered Teacher[2] clarifies what chartered teachers can be expected to contribute and offers the potential for further improvement. Implementation of *Curriculum for Excellence* is at the point where there will be a significant expansion from individual initiatives in selected areas to adoption by all teachers across all aspects of learning. There is a risk that, in the face of this demanding agenda and a failure to use available resources to the full, changes may be superficial. There is a further risk that energies may be directed towards activities which will not lead to the outcomes we seek for learners, as summed up in the attributes and capabilities of the four capacities. Will children and young people gain, for example, deeper conceptual understanding, more developed powers of analysis and more firmly-established skills in literacy and numeracy? Will they develop attributes such as resilience and discernment more fully?

At this transition point, this publication looks at some of the most important factors which will be needed for these profound changes. It takes stock of emerging practice in professional development and describes how collegiality, the contributions of chartered teachers, partnerships, leadership development, and the potential of information and communications technology can help to achieve the challenging outcomes we seek. It reaffirms the importance of teachers learning together, recognising that the insights and expertise which lead to improvements for learners are often to be found amongst colleagues. It contains examples of promising and effective practice and points for further engagement and discussion.

We hope that this approach will help to improve our collective understanding of what works well, enable schools and authorities to address effectively the whole agenda of professional development for *Curriculum for Excellence* and so help teachers to acquire the knowledge and skills they will need if *Curriculum for Excellence* is to reach its full potential.

1  *A Teaching Profession for the 21st Century* SEED January 2001
2  *The Standard for Chartered Teacher* Scottish Government and GTC Scotland 2009

Our work has shown that high quality professional development, collegiality and the work of chartered teachers are helping many schools in their work towards implementing *Curriculum for Excellence* and that this is already leading to more motivating experiences for learners. We have found a great deal of encouraging practice, but this is not in evidence consistently across all schools and education authorities, and not all parts of the agenda are yet being systematically addressed. Most importantly, there is not yet a clear enough link between these activities and improvements in children and young people's learning.

We know that it is the commitment and skill of individual teachers which makes the biggest difference to children's progress and achievement. All teachers, therefore, have a responsibility to continue with professional learning throughout their career and further develop their knowledge and practice in order to meet the expectations placed upon them by Scottish society. This in turn places responsibilities upon all leaders to ensure that all teachers are able to continue their professional development in ways which have real impact on children's learning, and contribute their skills and expertise both individually and collectively. It also has implications for all of those who provide education for teachers, to ensure that they have access to relevant, high quality support for their professional development at all stages of their careers. Finally, it has implications for staff across all services for children who have roles in supporting children's learning and development, that they should work together but also learn together, to enable the whole staff to support the whole child.

It is essential that we use our knowledge of efficient and successful approaches to teacher learning as we plan for the continuing professional development of the teachers of Scotland and the implementation of *Curriculum for Excellence*. Only by 'learning together' will we all, collectively, achieve its aims. I hope that this publication will help to improve the quality and impact of continuing professional development, to the benefit of all learners.

**Graham HC Donaldson**
**HM Senior Chief Inspector**

# Introduction

This publication forms part of the HMIE *Learning Together* series, which is based on the principle that when teachers learn from and with each other this can lead to better outcomes for learners. Its focus is upon continuing professional development (CPD), collegiality and the role of chartered teachers in schools. It draws upon knowledge of practice gained from 2007 to 2009, including evidence from our inspection programme, and the findings of research. We visited schools in every education authority and had discussions with staff. We reviewed the practices and processes being developed in schools and authorities and identified examples of emerging and innovative practice. Most importantly we sought evidence for the impact of these processes on the outcomes for learners. We are grateful to the schools and the education authorities for working with us on this task.

## *Curriculum for Excellence* and the Teachers' Agreement
The ambitious intention of *Curriculum for Excellence* is to reform both how and what children will learn so that they are equipped to face the major challenges arising from globalisation, economic uncertainty and social and technological change. In particular, *Curriculum for Excellence* aims to raise standards of attainment and also to address the unacceptable gap in the attainment between our highest- and lowest-attaining young people. In line with developments in other parts of the world, the curriculum is being defined in ways which require each teacher to engage with principles and relatively broad descriptions of what children should learn, rather than through highly-specific descriptors or time allocations.

For this approach to be successful, teachers need to understand, in depth, the intentions and expectations of *Curriculum for Excellence* and to develop their practice to meet these new and challenging expectations. *Curriculum for Excellence* has implications, for example, for: curriculum design; how knowledge and understanding are developed; how to enable children and young people to develop higher order thinking skills, and skills for learning, life and work; understanding the relationship between learning and teaching to achieve broader outcomes; understanding of assessment and assessment practice; partnerships between those who contribute to learning; and supporting learning and development. The changes all have implications for the range and purposes of CPD and for leadership at all levels. These have been analysed by the *Curriculum for Excellence* Management Board and published as a discussion paper[3].

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3 *Towards a professional development strategy for Curriculum for Excellence: Management Board discussion paper* Scottish Government 2009

*A Teaching Profession for the 21st Century* (referred to here as the Teachers' Agreement) was the response of a tri-partite[4] implementation group to the McCrone Committee report[5]. Amongst other features of the agreement, there are expectations for continuing professional development, collegiate working and the role of chartered teachers. The arrangements for professional development, including collegiality, and the role of chartered teachers, need to enable and support the process of change for the implementation of *Curriculum for Excellence*. This *Learning Together* report addresses each of these aspects.

## Previous HMIE evaluations of the implementation of the Teachers' Agreement

HMIE carried out evaluative work between 2002 and 2006 on the implementation of the Teachers' Agreement and published the findings in January 2007 in *Teaching Scotland's Children*[6]. In that report we said that the extent to which the agreement's various components had been put in place successfully was a real achievement for all those involved. New career structures had broadened the opportunities for teachers in all sectors and at all levels to show collegiality, demonstrate leadership and take responsibility for creating a quality of learning fit for the 21st century.

While we noted signs of increasing collegiality and evidence of better approaches to continuing professional development, we said that implementation of the Teachers' Agreement had yet to improve significantly the learning of children and young people. We also reported that the potential benefits of the new chartered teacher posts were not being fully realised. Overall, while there were emerging signs of broadening practice in professional development, more sharing of good practice and an increasingly collegiate atmosphere for improvement, some aspects needed to be improved.

More recently, in *Improving Scottish Education*[7] we stressed the importance of commitment to personal and professional development on the part of every educator. We said that leaders need to foster a culture in which individuals are part of a professional community which takes responsibility for its own learning and makes the best use of time and expertise in planning for essential continuing professional development, including the sharing of good practice.



We hope that the narrative of this report together with the illustrations of practice will provide a good basis for reflection and learning, and so contribute to further improvement in both teachers' and children's learning across all schools and authorities.

4  The group involved representatives from the then Scottish Executive Education Department, COSLA and teachers' unions
5  The Committee of Inquiry into Professional Conditions of Service for Teachers was set up by Scottish Ministers in September 1999 and led by Professor Gavin McCrone
6  *Teaching Scotland's Children: A Report on Progress in implementing 'A Teaching Profession for the 21st Century'* HMIE January 2007
7  *Improving Scottish Education: A report by HMIE on inspection and review 2005-2008* HMIE 2009

# Continuing Professional Development

*"(Teachers) have a professional commitment to develop their skills and expertise in classroom practice and other related matters through an agreed programme of continuing professional development[8]."*

## How are CPD needs identified?

The CPD needs of teachers are usually identified within school and education authority quality assurance and improvement planning processes, including professional review and development. Needs are generally identified through self-evaluation by individual teachers, and sometimes in response to feedback from learners, peer observers, line managers and quality improvement officers. In the best practice, professional review and development discussions are also informed by the line manager's direct knowledge of the teacher's strengths and development needs in teaching, gained through observation and discussion. The rigour of this process is not yet consistent across all schools and authorities.

### An inclusive and supportive approach to identifying and meeting CPD needs

Senior promoted staff in this secondary school use the professional review and development process to identify thematic and individual needs, both subject-specific and generic. Teachers have to make a case for how the professional development they wish to engage in will improve their teaching. Discussions with senior staff about the desired CPD are informed by the senior leader's direct knowledge of the teacher's profile of strengths and development needs in teaching. For example, some teachers who were having difficulty in establishing productive classroom relationships undertook anger management or assertive discipline courses, or visits to other classes to see good teaching practice. Some teachers were taking part in a working group, developing aspects of numeracy in their subject areas as a basis for wider dissemination and sharing of learning. The school also uses peer observation and development work as important components of professional development.

8 *A Teaching Profession for the 21st Century Annex D – Code of Practice on Working Time Arrangements for Teachers* Scottish Executive Education Department 2001

There has been a positive shift towards increased professionalism as teachers are increasingly identifying their own CPD needs by using non-class-contact time to discuss and share ideas, experiences and resources with each other. This sharing has led to an increased sense of common purpose and more collegiate endeavour in many schools. The identification of CPD needs is seen as an important aspect of improvement and not as an expression of weakness. The collegiate approach to identifying CPD needs encourages engagement and ownership of developments, particularly in relation to implementation of *Curriculum for Excellence*.

School and authority CPD coordinators are effective in collating identified development needs to determine whether these are at individual, departmental, whole-school, cluster or authority levels and plan accordingly.

Although we did find some good practice in identifying the training and development needs of support staff[9], the CPD needs of teaching staff are identified more systematically than for other staff.

> How far are professional review and development processes and other planning arrangements for CPD based upon consideration of the full implications of *Curriculum for Excellence*?
>
> How effectively are the various competing needs for CPD prioritised and connected to implementation plans for *Curriculum for Excellence*?

### What is the range of CPD opportunities?

Teachers are undertaking an increasingly varied range of CPD activities, with a greater emphasis on locally-planned and organised activities and some encouraging signs that information and communications technology (ICT) can play an important role in teacher professional development. These changes to the patterns of CPD are important, because the way in which CPD is organised influences its potential to have an impact on children's learning.

There is an increasing emphasis on CPD activities at school, cluster and education authority levels. These 'in-house' activities draw on existing staff expertise as well as that of external providers. This locally-based CPD often has considerable impact since it can be closely tailored to the needs of individuals and the improvement priorities of schools and authorities. Essentially it involves teachers in learning together and teaching each other. It can enhance professional competence and confidence amongst those who lead and support their colleagues in this way. It is often cost-efficient. By building CPD into each school's improvement strategy it can also develop sustained capacity for improvement.

9   In this report we use the term support staff to describe members of staff who have administrative, support and ancillary roles.

Much CPD relates to priorities which have been identified at education authority level, such as cooperative learning and critical skills, and involve all staff. The approach often involves central training supplemented by follow-up events and activities at cluster and school levels. These initiatives often have a significant impact on teaching methodology. They can also achieve a shared sense of purpose as all teachers are involved. Having well-planned arrangements for follow-up activities increases the impact.

**Improving quality and working across sectors through systematic professional development across an education authority**

This education authority has identified teaching, learning and leadership as its main themes for CPD. CPD systematically covers all staff including support staff and 'returning teachers'. Approaches include successful networks for chartered teachers, faculty principal teachers, depute headteachers, associate assessors, supply teachers and community learning workers.

CPD for *Curriculum for Excellence* has involved staff from different schools and centres working together. Teachers and support staff often learn together, for example in training sessions on managing challenging behaviour, and there is often multi-agency joint training. To support the sharing of practice, each school is asked to identify its own good practice and enable staff to visit other schools.

The 'framework for educational leadership' provides a basis for progression through four levels – project leadership, team leadership, school leadership and strategic leadership. Headteachers benefit from well-targeted CPD opportunities including work placements, leading education authority working groups and being part of EA teams which review schools.

There is increasing use of coaching, mentoring and peer observation in many schools. Teachers support each other and share practice across classes, departments and schools as part of the improvement process. For example, 'stage partners' in primary schools often support newly-qualified teachers or more experienced colleagues who are transferring to a stage at which they have not taught for some time. Pairing with a small number of critical friends is an increasingly useful approach. Further advice on this type of activity can be found in *Learning Together: Opening up learning*[10].

10   *Learning Together: Opening up learning* HMIE April 2009

**A wide range of CPD includes sharing practice**

The headteacher of this secondary school has vired money from other budgets to support CPD. Staff are building their knowledge and confidence through work with local primary schools on developing learners' literacy skills and joint training with other agencies on the GIRFEC agenda. They are helped to reflect on their teaching and extend their practice through British Council-funded projects on learning and teaching with schools in other countries. They have benefited from visits to other schools to see effective teaching including approaches to formative assessment.

Staff get together in small groups to reflect on their work and shape the school's improvement plan. A significant number of staff have signed up to an initiative in which teachers organise themselves in groups of three to review their own practice, observe each other teaching, and provide each other with constructive feedback.

In addition to peer observation and joint work within the cluster, staff are involved in shadowing colleagues. Staff in some departments discuss their work with colleagues in other schools and countries through on-line groups.

Young people feel that staff listen to them more and discuss learning and teaching approaches with them. ICT is being used more effectively to enhance young people's learning and involve them more effectively. Effective formative assessment strategies are in use in all classes, helping young people to take more responsibility for their learning.

Many teachers attend external courses and conferences organised, for example, by Learning and Teaching Scotland, professional and subject associations, the Scottish Schools Equipment Research Centre (SSERC) and HMIE. The impact of these depends upon how well they meet teachers' identified needs and extend their knowledge, understanding and skills, and then upon teachers applying what they have learned and passing this learning on to colleagues in a structured way.

There are examples of strong partnerships between universities and education authorities to provide professional development for teachers. Universities are actively seeking to extend partnership working with education authorities. Such collaboration has much to offer, by capitalising on expertise and knowledge of research and practice. Several universities are, however, experiencing a declining demand for CPD from education authorities.

> **Examples of partnership activities involving universities**
>
> Teacher fellows undertake one day a week secondments to work in partnership with initial teacher education tutors and students. There is a focus on the practice-based elements of the Standard for Initial Teacher Education. There can be direct and immediate links between the theory and principles of *Curriculum for Excellence* and its implementation in schools. The teacher fellows learn from this interaction and are able to contribute their knowledge to their school's improvement.
>
> University staff are involved in training 'critical friends' for teachers and in developing the skills of the mentors and regents who work with probationer teachers. This work is enhanced in education authorities where there is effective coordination within the local authority by an officer appointed to oversee this aspect of the partnership.
>
> In addition to courses leading to the Scottish Qualification for Headship, universities have developed leadership programmes which are tailored to meet the requirements of education authority partners. There are partnerships for CPD with teaching unions and headteachers' associations.

ICT makes materials for teachers' professional learning more readily available and also enables them to engage in dialogue with others. High quality online resources can provide an excellent basis for self-directed learning. The increasing use of Glow[11], the national education intranet, to enhance professional development and create online learning communities is encouraging.

Some education authorities have established Glow as the main mechanism for communicating across the authority and for sharing resources and practice. Some use it to give teachers access to materials and films from CPD activities so that they can continue to use them beyond the event itself.

With its video contact facilities, Glow can be used to share practice in classrooms. It can enable teachers to come into direct contact with experts through masterclasses and online professional communities. Numbers of national and education authority networks have been established, for example for curriculum areas and subjects, for chartered teachers and for librarians.

Teachers themselves arrange meetings and create informal learning communities around a particular interest. Some specific developments, such as games-based learning, rely on online communication through Glow to develop thinking, contribute research findings and share practice.

We also found good practice in using online resources such as HMIE's *Journey to Excellence*[12] for professional development.

11   Scotland's national intranet for education, funded by the Scottish Government and managed by Learning and Teaching Scotland
12   http://www.ltscotland.org.uk/journeytoexcellence/index.asp

**Use of Glow for CPD for early years staff and *Building the Curriculum***

Practitioners across a range of early years centres in an education authority have participated in joint CPD sessions with a university lecturer, using Glow Meet. During the sessions, which are usually held as twilight sessions, the lecturer gives a presentation to all participants then involves them in follow-up activities with colleagues in their own establishment and continuing dialogue across participating establishments. This pilot is being supported by LTS staff.

A second education authority, which has decided that Glow will be the main tool for communication between schools, has established a cluster model to progress the thinking and implementation of *Building the Curriculum 3* and, in particular, to ensure smooth transition in learning across transitions. In each cluster a secondary DHT and a primary promoted postholder have been given some time to coordinate the development. The outcomes of this development work will be shared on Glow.

In the most successful practice, Glow developments are well coordinated and there is an explicit expectation by the authority that Glow is to be used to support teacher professional learning. Practice is still variable but there is optimism that Glow can become a key tool in teacher professional learning.

If we are to capitalise on the potential of Glow, and ICT more widely, for CPD we need to understand how and why teachers access and use online resources and communities, and what impact these have on their practice. This applies to all teachers, not only those who use social networking and the internet as a natural part of their daily lives.

Other activities which contribute to teachers' continuing professional development include the following.

- Participation in curriculum development groups, subject groups and special school groups to take forward thinking and developments at school, cluster, authority and national levels.

- Participation in activities relating to assessment and qualifications, including moderation activities and national surveys of achievement.

- Working in promoted posts on an acting basis, or secondments to work with the education authority or a national body.

- Working with HMIE as an associate assessor in inspections. (Teachers who do this gain insights into standards of teaching and learner achievement across the country and are well placed to lead CPD activities in their own schools and authorities.)

- Undertaking courses leading to qualifications, accreditation or professional recognition, including chartered teacher and leadership or headship courses.

We found increasing use of approaches which showed ingenuity and flexibility and capitalised on available expertise and resources. They included the following.

- At least one education authority supports CPD organised on a cluster basis by ensuring that all staff are available at certain times to engage in collaborative learning. Representatives from all establishments in each cluster, including pre-school centres, agree CPD priorities and oversee and coordinate developments.

- The use of twilight sessions, business breakfasts and working lunches, planned to address specific themes.

- Personal reading and research, including engagement with online resources, and then discussing and sharing what has been learned through these resources.

- Experiential and work-based learning and research including group activities, cooperative teaching, lesson observation and discussion.

- Headteachers and teachers taking the initiative to offer informal programmes of professional development for those who wish to participate and contribute.

**'Teachmeet'**

Two primary headteachers got together locally to organise a 'Teachmeet' session. It was held on a Saturday morning and attracted around 50 participants from two local clusters of associated schools. The very informal programme comprised a series of 7-minute presentations followed by group and plenary discussions, a creative session on *Curriculum for Excellence* and a series of 2-minute presentations by local teachers entitled 'My big idea'.
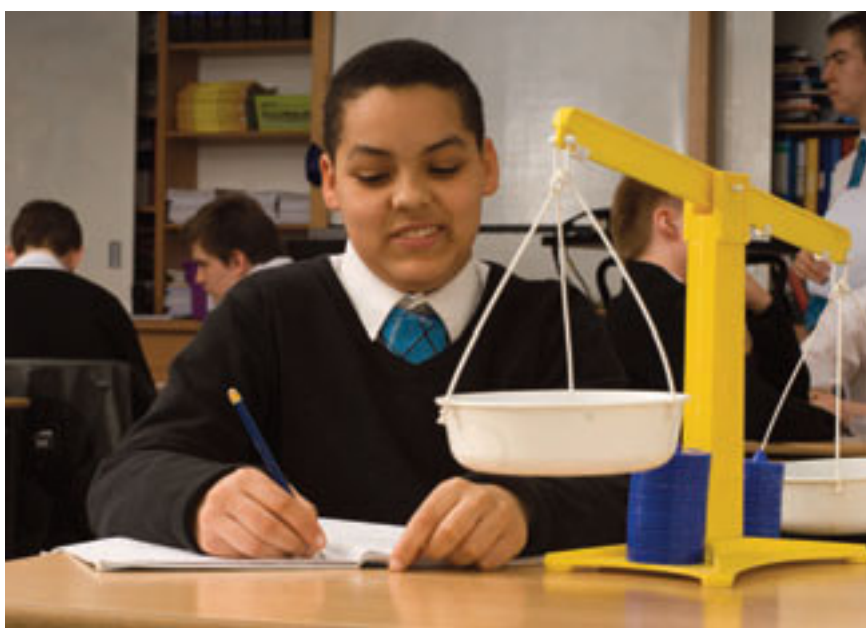
The extent of joint training among staff from across the range of services for children is variable. The most common partnership learning involves senior staff and teachers with a pastoral remit in working with other services such as health professionals, educational psychologists and social workers. The training often covers areas such as drug misuse, child protection, provision for additional support needs and community services. In addition, participation in Joint Support Team meetings is a valuable source of professional development in context. Overall, however, the participation of teachers and support staff in multi-agency training is often limited in range and content. This type of training is becoming increasingly important as professionals in different specialisms work together to adopt the GIRFEC approach and implement *Curriculum for Excellence.*

**CPD helps staff to meet learning needs**

In this special school for children of primary school age, teaching and support staff work with other professionals such as occupational and speech and language therapists and a national autism charity. Support staff participate fully. In addition to their own monthly meetings, they take part alongside teachers in relevant sessions of collegiate time. Two have become trainers in safe handling, several have undertaken demanding CPD on food and hygiene, and one has had advanced training in the use of symbolic communication with children with autism spectrum disorder.

The positive approach of staff has helped children to be more engaged in their learning. Communication among children and between them and staff has improved, enhancing the children's learning. The increased level of staff skill and the more consistent approach has ensured that children are making more progress with their individual educational targets.

**What themes are covered in CPD activities?**

CPD activities reflect the range of both individual and collective development priorities. Much CPD is related to aspects of the implementation of *Curriculum for Excellence*, with most aiming to establish understanding of the principles and to improve learning and teaching.

In considering the implementation of *Curriculum for Excellence*, schools have increased the emphasis on CPD related to improving the quality of learning. The wealth of activity in this area, at school and authority levels, has resulted in substantially increased use of approaches such as cooperative learning, critical skills and formative assessment. Use of these and other approaches has increased the involvement of children and young people in their own learning. This work provides a good basis for the next stage of development. Other themes include using ICT to enhance learning, developing interdisciplinary projects, and literacy and numeracy.

The agenda of CPD for *Curriculum for Excellence* now needs to widen to support the planned stages of implementation. Teachers will need to develop shared understanding of expectations and standards, by exploring the experiences and outcomes together and through moderation, for example. They will need to discuss together how they will help learners to develop higher order skills such as synthesis and analysis, improve literacy, numeracy and health and wellbeing, and improve learners' knowledge and understanding in specific curriculum areas and subjects. Teachers may also need to increase their knowledge of, and competence in teaching aspects where the guidance has introduced new components or has changed the expectations.

In doing this they will need to have a deep understanding of all of the principles and entitlements of *Curriculum for Excellence* and further develop their own knowledge, understanding and skills.

A considerable amount of CPD time is also devoted to increasing teachers' skills in meeting learners' additional support needs. Much of this time is devoted to CPD activities for teachers and other staff with specific additional support roles. Broader exposure of all staff to CPD in other aspects of personal support would reinforce the responsibilities which all teachers have for the health and wellbeing of all children and young people, including personal support, and meeting the learning needs of all children and young people. It will be important for all schools to devote attention to CPD for staff to help them to make their contribution to developing appropriate outcomes for all learners in health and wellbeing.

**A collegiate approach to CPD and improvement**

In this secondary school, teaching and support staff have an extensive range of continuing professional development opportunities, including shadowing members of promoted staff, peer observation of learning and teaching, linking to a critical friend, mentoring activities, and leading or participating in working groups. Key topics in professional development have included formative assessment, restorative practices to secure better behaviour and better learning, and developing learners' skills in writing. Training in restorative practice was provided in partnership with the Youth Justice Service.

Departments identify strengths and development needs in teaching before senior promoted staff visit classes to moderate this self-evaluation and hold constructive discussions. An 'Exchanging Ideas Day' follows, in which departments act as hosts for visiting colleagues who come to discuss and share ideas about effective learning and teaching.

CPD on restorative practices was having a clear impact on the quality of learning. Bullying and disruptive behaviour had decreased, and the school's ethos had improved.

An expanded range of CPD activities related to leadership has provided many staff at all levels with opportunities to manage and accept responsibility for learning and development. In addition to university post-graduate qualifications in leadership, including support for staff undertaking the Scottish Qualification for Headship, many authorities offer their own effective management development activities. These include formal courses and practical opportunities to lead and participate in school and education authority evaluation and development initiatives. The educational agenda requires leaders to operate across a very wide range of fronts, not least the professional development of the staff with whom they work, and it is important that their CPD supports them in all these aspects.

Other areas of CPD provision included behaviour management, coaching and mentoring, restorative practices and self-evaluation. These were having a demonstrable and positive impact on learning and teaching.

The provision of curriculum area and subject-specific CPD for both primary and secondary stages is uneven across the country. Priorities for CPD include aspects of science, including ethical issues and concept development, modern languages, and financial education and concept development in mathematics. Whilst specialist CPD relating to particular subjects is very well provided in some areas of the curriculum by national bodies, for example through the Scottish Centre for Information on Language and Research (Scottish CILT), by subject and professional associations, and in some authorities, there are still too few opportunities for secondary teachers to extend their professional knowledge and skills in their specialist areas.

## CPD encouraging well-judged innovation

The headteacher of this primary school encourages staff to discuss and try innovative approaches to teaching. Teachers have visited other schools and centres. One teacher commented, *"As upper stage teachers, visiting pre-school centres to see learning there made us aware of the fact that we were 'reining-in' our pupils."* The impact is monitored carefully by direct observation and analysis of learners' progress. The headteacher shares her own knowledge of learning and teaching in other countries. Staff have established a reading group in which each member shares what they have learned from self-directed research. The headteacher carries out reviews with all staff, including support staff, to identify their talents and skills and how they might support colleagues. She then links them in project work with other staff with similar interests. Staff like the focus on gaining and using skills and are seeing an impact on learners' motivation and achievement.

Two teachers who each had a P6 class combined the classes into one which was team-taught to help the teachers address the needs of a difficult group of learners whose behaviour was disruptive. In doing this they were encouraged by what they had learned about this approach from the headteacher and others. They were supported by chartered teachers who gave advice based on the skills they were acquiring from undertaking the programme. Early years staff helped to re-design the classroom by laying out different learning zones related to real life such as an ICT area, office, library, research centre and game zone. There was a positive impact on behaviour and learning.

Much of the activity in CPD for *Curriculum for Excellence* naturally focused initially upon learning and teaching, joint work to develop interdisciplinary activities, or formative assessment.

The change management process for *Curriculum for Excellence* depends upon teachers as joint creators of the curriculum, not disseminators of existing courses and materials. This will build upon a profession which:

- has a deep understanding of all of the principles and changes involved in achieving a *Curriculum for Excellence*, including its entitlements and its emphasis on achievement of high standards

- explores the experiences and outcomes together, articulating their understanding to colleagues in an iterative and reflective way

- builds a shared understanding of standards through local moderation and reference to national guidance

- shares expertise and practice in the relationship between learning and teaching, taking account of the findings of research in learning

- addresses the experiences and the wider and more demanding range of outcomes which each child and young person is entitled to achieve, where necessary equipping themselves with the necessary specialist knowledge, understanding and skills

- develops an appropriate repertoire of assessment techniques to address this broader range of outcomes, including the development of higher-order thinking skills such as synthesis and analysis, the development of positive attributes, and the application of skills

- understands their role in 'co-creating' the curriculum to meet the needs of the children and young people and develop their contributions

- works in partnership with the learners and their parents, and with other professionals to support each child.

How should our approach to CPD develop as we move through the stages of implementation of *Curriculum for Excellence*?

What are the implications of *Curriculum for Excellence* for the CPD of educational leaders?

### How effectively are the CPD needs of all staff met?

Staff at universities are aware of the need for all student teachers to acquire a deep understanding of the principles and purposes of *Curriculum for Excellence*, familiarity with the experiences and outcomes across all curriculum areas and an understanding of how to translate these into practice, and the ability to fulfil their responsibilities in literacy, numeracy and health and wellbeing. Universities are making progress in ensuring that all teachers entering their probation year are suitably equipped with this knowledge and understanding.

Education authorities and schools continue to meet the needs of newly-qualified teachers effectively. Newly-qualified teachers in most schools and authorities benefit from targeted CPD activities including courses, observing experienced colleagues, and engaging in support forums.

In the main, teachers are making increasingly effective use of their contractual 35 hours CPD to engage in a range of productive activities to meet their learning needs. In many cases teachers have given more than 35 hours to CPD. Some authorities provide helpful guidance on the types of activities which can be included in the 35 hours and some use electronic systems to record teachers' use of the time. In some authorities teachers are asked to give an account of their use of the 35 hours CPD at annual review meetings. This good practice is not universal.

Opportunities to lead in developing aspects of learning are increasingly available to teachers at all levels, together with courses in leadership. We found examples of mentoring and coaching activities, tailored leadership courses, arranged both locally and nationally, and participation in school and authority working groups and as members of authority standards and quality review teams. Many authorities are also providing leadership courses for aspiring principal teachers. Although these developments are encouraging there is not yet a systematic approach across the country to identifying the skills and qualities required for educational leadership and for teachers to have opportunities to develop these progressively from the early stages of their career.

Education authority managers and quality improvement officers in many authorities have benefited from CPD in self-evaluation. We found examples of this professional development resulting in increasingly supportive and constructive reviews of school provision. However, the challenges associated with leading the implementation of *Curriculum for Excellence*, including the need for mentoring and coaching, ensuring rigour of assessment, planning for construction of the curriculum in line with the principles and purposes, and working in partnership will remain as professional development priorities for some time.

An increasing number of staff in pre-school centres are being supported to extend their qualifications beyond minimum requirements. In almost all centres, staff are provided with regular training. This is nearly always linked to the identified needs of the centre rather than to individual needs. In best practice, staff who work in centres that are in partnership with education authorities are included in well-planned EA training programmes. Many pre-school staff still need to access further training and qualifications to develop their understanding of children's learning.

There is not yet a consistent approach to the professional development of youth workers and others involved in community learning and development. Opportunities for the CLD sector to engage in CPD relating to *Curriculum for Excellence* have been limited. In many authorities, CPD has not been offered to other professionals beyond teachers. However, the Scottish Government has made a significant investment for the

purpose of upskilling the CLD workforce over the next two years. This provides an excellent opportunity to improve the understanding of CLD professionals about *Curriculum for Excellence*, and their contribution to its implementation.

In Scotland's colleges, Sectoral CPD standards and associated PDA awards, together with nationally-produced learning and teaching materials, have supported the CPD of teaching and support staff. Areas covered include ICT, leading and managing curriculum teams, Skills for Work programmes and equality and diversity issues. The College Principals' Convention is monitoring the need for professional development for *Curriculum for Excellence* in colleges. Most colleges meet the Scottish Government recommendation of ensuring that all full-time staff fulfil a minimum expectation of six days of CPD each year. However, not all colleges are yet making best use of sharing practice in learning and teaching across all curriculum areas.

Universities have adopted a variety of ways of enabling staff responsible for initial teacher education to develop their understanding of the philosophy and the principles of *Curriculum for Excellence* and, for example, ensuring that they are familiar with the experiences and outcomes. Approaches have included collegiate sessions, presentations from invited speakers and cross-sectoral staff meetings. University staff are keen to continue to develop a shared understanding of *Curriculum for Excellence* through their involvement in development groups and networks. Universities are planning to promote the sharing of practice and knowledge within and across universities through conferences, meetings and joint projects.

Support staff including technicians, librarians, classroom assistants and learning support assistants undertake role-specific CPD activities. These are often prescribed by authorities rather than tailored to individual needs. While these activities generally meet job-specific needs there would be benefit in targeting CPD for support staff more closely on achieving each school's aims for its pupils and building on the individual staff member's profile of skills and development needs.

In some cases, budget cuts have led to a reduction of the number of activities offered through authority CPD catalogues. In some authorities, more costs are being passed to schools and learning partnerships and this has led to some reduction in more formal types of CPD provision. Some schools where the budget for, and availability of, cover is limited find it difficult to release staff for external CPD. Against a background of budget pressures, many schools are finding that in-house and self-directed CPD and that which involves the use of ICT for learning and to form professional learning communities is not only better tailored to the learning needs of individual teachers and support staff, but can also be more cost-efficient and effective.

> How can we further develop our approach to continuing professional development to ensure that all staff engage in the sorts of learning which will lead to better outcomes for children and young people?

# The Impact of CPD

The effectiveness of professional development lies in its impact on learners' experiences and in improvements in the outcomes of their learning. Although it is still not possible to conclude that the significant investment in teachers' professional development has led to improved outcomes for all learners, our work has identified some encouraging features of progress.

- The increase in school, cluster and education authority-based collegiate and supportive CPD activities is embedding CPD and related improvement initiatives more fully in the life and work of many schools.

- We found evidence of enhanced teacher professionalism and raised morale where teachers had direct involvement in, and felt ownership of, activities to implement *Curriculum for Excellence*.

- There is evidence of positive impact on children's learning through teachers using the *Assessment is for Learning* programme.

We also found:

- increased motivation and commitment to personal learning by children and young people where their teachers had implemented improvements in practice;

- teachers showing a commitment to be innovative in their practice and improve provision for learners;

- increased collegiality and professional dialogue in implementing improvements;

- more staff taking on leadership roles in development; and

- ready sharing of ideas and resources.

We found CPD activities which were bringing about more varied and imaginative teaching approaches. Some of these promoted active learning, in which children and young people were set challenging goals and were fully engaged in thinking creatively and independently and taking responsibility for their learning. Learners were increasingly being encouraged to work collaboratively on group tasks within contexts where they use a wide range of learning, problem solving and social skills. Some of the approaches involved imaginative use of media and ICT. Others developed the critical thinking, literacy or numeracy skills of learners, or helped teachers to implement inclusive provision for children and young people with additional support needs.

We found evidence of aspects of learners' performance being improved through the outworking of various aspects of CPD. In individual schools there was impact on:

- learners' understanding of the purposes of their learning and their skills in assessing and evaluating their own work and that of others;

- learners' ability to take responsibility for their learning and be more confident in contributing in class;

- learners' development of social skills and ability to work cooperatively;

- improved problem-solving, listening and talking skills;

- better achievement of targets in learners' individualised educational programmes; and

- development of learners' leadership skills through being involved in pupil councils, mentoring and buddying, peer reading and school working groups.

**Well-targeted CPD is based on professional review and supports improved outcomes**

The headteacher of this primary school leads professional review for class teachers. One depute headteacher leads professional review for visiting specialists while the other takes the lead with support staff. The headteacher then ensures that group and individual development activities are matched to the strengths and needs of individual members of staff. These activities focused on formative assessment, developing writing skills, and *Curriculum for Excellence* and GIRFEC.

Children are benefiting from grappling with challenging problems and developing skills in logical and creative thinking. Teachers have set up a programme in which children can choose from a wide range of challenging out-of-class activities to extend and enrich their curriculum. This programme is helping to widen their interests and increase their motivation.

These are encouraging examples of specific improvements for learners as a result of the CPD which their teachers have undertaken.

**How is the effectiveness of CPD arrangements evaluated?**

Most evaluation relies on immediate impressions of a CPD event or the implementation of teaching approaches deriving from CPD activity. Most authorities evaluate CPD courses and activities themselves through questionnaires. The gathering of evidence of impact of CPD on pupils' learning, achievement and development is less common.

Some schools use professional review and development, class observation and self-evaluation to evaluate the effectiveness of CPD. The effectiveness of authority or cluster initiatives is generally better monitored and evaluated than other types of in-house and individualised CPD.

Some schools were using pupil questionnaires to evaluate the impact of CPD activities on the experience of learners in class. This type of evaluation has been applied to whole-school and authority CPD on aspects such as cooperative learning and critical skills. Impact is also evaluated through class observations by teachers, principal teachers and quality improvement officers during review visits. Where this type of activity is focused upon the impact of practice upon outcomes for learners it provides valuable feedback on the effectiveness of the CPD activity and also strengthens professional reflection and self-evaluation.

**The impact of CPD is evaluated as part of an inclusive approach to CPD and improvement planning**

In this secondary school, well-received CPD with partners has included joint training on child protection for social workers and year heads. The headteacher initiated a thorough audit of school strengths and needs and encouraged staff to volunteer for key new working groups. These working groups of staff and young people submit proposals to staff before improvements are implemented. Morale is higher and staff feel more involved and empowered. In evaluating the impact of CPD, staff seek the views of young people through a range of means including questionnaires.

There was a whole-school focus on cooperative learning and the development of critical skills which was leading to improved outcomes for learners. For example, in a Higher class geography lesson on urbanisation, young people worked in groups to agreed responsibilities for researching different aspects of the process. They discussed the aspects in groups and carried out research before re-forming into different groups in which they took responsibility for reporting back and took notes on their peers' findings. While care needs to be taken in linking CPD to rises in attainment, particularly over the course of only one year, there were encouraging signs of possible impact on attainment in SQA examinations.

In one authority, school CPD coordinators and participants start by establishing a clear picture of the intended outcomes of CPD activities. Staff and authority quality improvement officers then work together to gather direct evidence of the impact on teachers and learners by observing learning and teaching in the classroom.

**The effectiveness of CPD in science is evaluated in depth**

An independent external evaluation[13] is being carried out to assess the quality and impact of the Scottish Government-funded 'Support for Science Education in Scotland through CPD' project. Working with partners, SSERC provides this CPD for student teachers, teachers and technicians through residential and split courses. The evaluation includes seeking participants' views a substantial time after the activity, so that they can say how the CPD has impacted on their practice and pupils' learning in the longer term. The evaluation approaches include observation of the CPD events, surveying participants, and in-depth interviews with stakeholders and participants.

Interim findings indicate that the content, modes and approaches used in the programme suited the participants' needs well. A high proportion of respondents reported that their knowledge, skills and confidence in teaching science had increased and that their pupils were more actively engaged with their learning, in line with the aims of *Curriculum for Excellence*.

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Factors which can improve the effectiveness and impact of CPD include:

- clarity about the purposes of the CPD, with the aims and activities well-matched to identified needs which participants understand
- tailoring to the local context
- teachers learning from, and with, their peers
- clarity about the intended outcomes for children and young people
- clarity about what participants will actively do as a result of the CPD activities (for example, the potential impact of attendance at good practice conferences can be dependent, amongst other things, on the preparation of delegates beforehand and pre-planned and well-supported strategies for dissemination and application of the learning afterwards), and how these link to improved outcomes for learners
- using feedback from evaluation of CPD based upon the impact on outcomes for learners, not solely the activity itself
- basing the CPD upon evidence, including research, of 'what works'.

How might we learn more about the impact of CPD activities and use this in the further development of approaches to teachers' knowledge, understanding and practice?

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13   *Support for Science in Education in Scotland through CPD - External evaluation interim report,* The SCRE Centre, University of Glasgow, 2009

# Collegiality

> *Teachers have a responsibility to work co-operatively with colleagues and others to pursue the overall objectives of the service.*
>
> *Effective collegiality will not only enhance and develop teacher professionalism, it will also enhance the learning and teaching environment in Scottish schools.*[14]

The Teachers' Agreement set out teachers' rights and responsibilities in being involved in, and implementing, school improvement plans. It stated that use of collegiate time[15] would be subject to agreement at school level. It would be planned to include a range of activities, among which are professional review and development, and curriculum development. The SNCT code of practice contains descriptions of good practice in collegiality at school level, including the following.

- *'The opinions of staff are valued and are used as input to the school's development plan and policy development processes.'*
- *'All staff members recognise their responsibility to contribute to the school development process and to participate in this process in a collegiate and constructive manner.'*
- *'All staff in the collegiate school participate in a wide range of whole school activities such as school committees, policy formulation, curriculum development, professional development and additional supervised pupil activity.'*

The common themes of these descriptions of collegiality are professionalism, adaptability, commitment to professional development, and commitment to working together with teacher colleagues and others to secure improvement in outcomes for all learners.

### How well is collegiate time used?
Collegiate time agreements are now firmly embedded in all but a few schools. In most schools, good use is being made of collegiate time. The agreements provide a structure within which staff can work together on school improvement activities, including professional development. Typically, calendars are drawn up before the beginning of a session and agreed among staff. Time is generally allocated for whole staff activities, for example meetings, whole-school professional development events, and for departments, stage partners and working groups to meet. There is now better teamwork in many schools as a result. A few schools are now involving support staff in collegiate time activities but this broader involvement of staff in school improvement activities is not widespread.

14  *Code of Practice on Collegiality handbook appendix 1.4 Scottish Negotiating Committee for Teachers;* www.snct.org.uk
15  The time remaining in a teacher's working week after class contact and preparation and correction time

## To what extent are staff working in a collegiate way?

The extent of collegiate working has increased in recent years. Collegiate working is more than just joint discussion and work which takes place during collegiate time. It implies a climate of self-evaluation and a commitment to improving outcomes for learners. A strong ethos of collegiality also helps to generate opportunities for effective CPD, as staff are more willing to share their strengths and do not find the identification of areas for development to be a daunting process. Staff in these cases increasingly expect to be consulted and involved in decision-making. In those schools, staff are often fully involved in self-evaluation activities and in determining priorities for the improvement plan. This involvement has resulted in greater ownership of developments. Not all schools exhibit this practice, in which senior promoted staff have helped to create an ethos which is conducive to effective collegiate working, and some individuals find it difficult to enter fully into the spirit of collegiate working.

Good communication is essential for effective collegiate working. In schools where collegiate practice is very good, staff report effective approaches to communication and consultation. There are regular opportunities for staff to meet and talk and deepen their learning and understanding in professional matters. In secondary schools in which we found good collegiality there were effective links between senior managers and departments. Better provision of ICT resources was helping to improve communication, because school documentation, including minutes of meetings, could be easily accessed and shared. Information on support strategies for individual pupils was updated regularly online, for example. This information helped teachers to meet the needs of individual learners and was in itself a form of CPD.

### Collegiality and improvement

In this secondary school, the school's culture of collegiality has enabled staff to talk openly about challenges, such as concerns about SQA examination results, and ask colleagues for advice. It has also facilitated sharing of successful practice in teaching techniques. Teachers on the chartered teacher programme have become more reflective and skilled practitioners who make a significant contribution to the school's in-house CPD programme. For example, two science teachers modelled good teaching practice. One worked as the cluster coordinator and this role took her to see learning and teaching in primary schools. From this experience she had built an understanding of how to engage children more fully in learning and was applying it in her own classes.

The uptake of an extensive and well-publicised menu of activities has increased the skills and confidence of staff, for example in using information and communications technology. One of the DHTs has been developing the leadership skills of PTs and their role in establishing consistently effective practice across faculties. This was done through a series of meetings which included support and discussion on how to carry out quality assurance and improvement activities, practical advice on running faculty meetings to share good teaching practice and on analysing examination results, and residential seminars on improvement planning and reporting on standards and quality. In addition, staff have taken up leadership courses at universities.

The establishment of collegiate time has led to increased involvement of staff in decision-making and improvement work through participation in committees and working groups. Increasingly schools are applying distributed leadership approaches in their practices. Working groups are often led by unpromoted staff. There are also opportunities for staff to lead colleagues in a particular learning and teaching strategy or a curriculum development task. Only a few schools involve support staff in working groups, however.

**Using collegiality and CPD to improve leadership for learning**

At this secondary school, staff and parents were fully consulted on how best to implement collegiate working. Principal teachers now contribute to decision-making by attending extended management team meetings. Senior leaders issue regular questionnaires to identify the views of parents, staff and young people. Teachers use young people's evaluations of learning and teaching to improve classroom experiences. A collaborative group of senior learners and staff met to review the quality of learning in the school. Leadership among learners is promoted through improving consultation and devolving a budget to the pupil council.

CPD for staff focuses on collaborative and active learning, formative assessment and meeting young people's learning needs. A consultant was employed to work with all departments on formative assessment. Senior staff discussed with principal teachers to agree a shared understanding of what was meant by depth and challenge in learning. The senior staff have a good knowledge of the quality of learning and teaching across the school and are able to direct principal teachers to departments where aspects of effective practice can be seen. Staff are helped to develop leadership skills through a series of meetings involving discussion and presentations and advice from senior staff in the school and education authority.

Principal teachers provide leadership on generic issues, but members of departments willingly take the lead in implementing *Curriculum for Excellence*. Teachers are increasingly observing and sharing learning approaches across faculties. Staff morale is high, teaching is becoming more effective, and working groups involve more staff in leading improvements. Young people are more actively engaged in their learning, and able to participate comfortably in collaborative learning and in peer and self-evaluation. Staff who have undertaken leadership training lead projects such as the Eco-school, and as a result learners are benefiting from increased out-of-school-hours learning.

Education authorities recognise the benefits of establishing and sustaining collegiate working in their schools. They ensure, for example, that headteachers and other groups of staff meet on a regular basis. They include teachers at various levels in development work. Some authorities have established secondary subject networks which provide a forum for specialist development and learning and are open to all teachers, not only principal teachers (which had formerly been the case). There are now many more examples of effective cluster working involving local schools.

## The impact of collegiality

When a collegiate ethos is established in a school the sharing of practice in teaching becomes easier and more open. There can be an impact on professional development as teachers help each other to improve children's learning. The involvement of more staff in working groups and the way in which their recommendations are fully discussed with all teachers results in a more consistent approach to school improvement.

We found evidence of collegiality leading to an improved quality of teaching which in turn led to improvements in aspects of learners' achievements. In some collegiate schools there was more staff involvement in out-of-school-hours activities which were providing a wider range of opportunities for pupils.

In schools where an atmosphere of collegiate working has been established there is more direct involvement in, and increased ownership of, school improvement activities. All are involved in building the school's *Curriculum for Excellence*, using expertise and ideas in a process of collective problem-solving. This involvement has enhanced teachers' professionalism and helped raise morale.

In those schools many teachers exhibit increased motivation and enhanced professionalism through increased commitment to personal learning. They show a commitment to improve provision for pupils. They benefit from increased professional dialogue in implementing changes for improvement, and readily take on leadership roles. They readily shared ideas and resources.

> The developments in collegiate working are very promising. CPD and collegiality are intimately linked, so as *Curriculum for Excellence* is implemented, the collegiate approach needs to be increasingly directed towards aspects such as curriculum design, planning, moderation and assessment.
>
> Is there sufficient clarity of focus in the use of collegiate time to bring about effective implementation of *Curriculum for Excellence*? Are individual initiatives such as reviews of planning, inter-disciplinary projects or active learning, seen as part of a clear school vision of where and how they contribute to the realisation of *Curriculum for Excellence* as a whole?

# Chartered Teachers

> *Chartered Teachers are expected to be at the forefront of critically engaging with practice and to take a leading role in its development and implementation of change in current and future educational initiatives.*[16]

In *Teaching Scotland's Children* (2007) we noted that the potential impact of chartered teachers was not being realised. We found that there were too few chartered teachers and that the arrangements were not facilitating the teachers to work with their colleagues to secure improved outcomes for learners. There was a lack of clarity about their role. Since then we have continued to gather evidence on the role of chartered teachers as part of our evaluation of the implementation and impact of the Teachers' Agreement.

In September 2009 there were just over 900 fully chartered teachers in Scotland. Another group of around 700 teachers was following the accreditation route to qualification, which is now closed to further applicants. A further group of around 2,900 teachers had completed at least one module of the university-delivered programme. More than half of this group had only completed one or two modules and so had some way to go before gaining full chartered teacher status. The proportion of teachers in each authority undertaking or having completed the chartered teacher programme varies widely, from around 40 per thousand teachers to over 100 per thousand teachers. Although the number of chartered teachers is growing, the number currently falls well below the level required for an average of one chartered teacher in each school. Nevertheless, there is real potential for this group of teachers to make a significant impact on the learning of children in Scotland.

The Standard for Chartered Teacher has now been redesigned, to promote greater natural progression in teacher development, while putting more focus on leadership qualities and skills.

*The Chartered Teacher is an accomplished, innovative teacher who demonstrates sustained enhanced expertise in practice. The Chartered Teacher embraces and actively promotes the values, principles and practices of equality and social justice in all areas of work. The Chartered Teacher is a critically informed, reflective practitioner who systematically evaluates the nature and extent of impact achieved for learners and learning. The Chartered Teacher plays a leading role in the professional development of colleagues and makes a recognised contribution to the educational effectiveness of the school and the wider professional community*[16].

16   *The revised Standard for Chartered Teacher,* Scottish Government and GTC Scotland 2009

A few education authorities have created networks to support chartered teachers.

Overall, however, education authorities have yet to systematically audit and develop the wider contribution which chartered teachers can make to improvement activities and most notably as key players in the realisation of *Curriculum for Excellence.*

In many schools and education authorities, senior staff were uncertain about the role of chartered teachers in contributing to professional development and school improvement. Headteachers and leaders in almost all education authorities were not fully sure or confident about the extent to which they can direct the work of chartered teachers as part of planned improvement. Because entry to the chartered teacher programme was by self-nomination, some teachers undertaking the programme were not themselves models of good teaching practice. Headteachers did not always know who among their colleagues was undertaking the programme. This uncertainty has had an obvious impact on the capacity of senior leaders to support their colleagues who are undertaking the programme or capitalise on the skills of those who have completed the programme.

We found encouraging examples of schools in which chartered teachers were having a marked impact through contributing to professional development activities and modelling good teaching practice.

Individual chartered teachers in a school can, of course, make a positive contribution, but where there are at least two chartered teachers in the school they can have opportunities to support each other and work as a group and with colleagues.

**Chartered teachers contribute to a more personalised curriculum and higher achievement for young people**

Two chartered teachers make a very effective contribution to improvements in this special school for secondary-aged young people. They are developing a coordinated approach to developing learners' vocational skills and lead initiatives in literacy, numeracy and inter-disciplinary work. They undertake team-teaching to share effective learning and teaching strategies with new colleagues. They lead on school and authority working groups, and are a source of advice for colleagues within and beyond the school.

Almost all staff are members of school improvement teams which develop practice and report back to colleagues. Visits to other schools have helped the school to develop an outward-looking ethos. Staff have benefited by learning from the good practice of colleagues outwith the school in areas such as dyslexia, numeracy and literacy across the curriculum, and interactive use of information technology. Chartered teachers contribute strongly to these developments. The learners enjoy an appropriate and up-to-date personalised curriculum in line with their needs. Overall standards of achievement, including SQA attainment, have risen.

The revised Standard for Chartered Teacher[17] offers helpful advice which clarifies the role of chartered teachers and should aid senior leaders in capitalising on their skills. For example, it sets out an expectation that chartered teachers will have a leading impact in school development, including a contribution to the professional development of colleagues. It also makes clear that chartered teachers should be accomplished teachers who demonstrate sustained, enhanced and effective practice.

**Chartered teachers have an impact on the quality of learning and teaching in a secondary school**

There are eight chartered teachers in this secondary school. All have developed their knowledge and understanding of effective learning and teaching through undertaking the programme. They have applied this understanding well in supporting colleagues.

The headteacher knows that they enjoy credibility in the eyes of their colleagues and deploys them in ways which will bring about improvement in practice across the school. They make a significant contribution to whole-school development through contributing to in-house CPD and sharing of effective practice. One chartered teacher worked with colleagues to develop systems for monitoring learners' progress. Others helped on the school's International Education and Comenius programme, which gained an international award. One provided support to staff in modern languages and mathematics. Another helped teachers who were working with new learners from Eastern Europe who spoke little English. One worked with colleagues from the ICT department on an e-twinning project. All chartered teachers are involved in the 'open doors' programme of sharing and showcasing practice, which, together with other practitioner-led training, is particularly successful.

In schools where chartered teachers make explicit, planned and successful contributions to professional development and collegiality, the following features are often in evidence.

- Chartered teachers have strengths in their teaching and in working with others. These strengths are recognised and valued by colleagues and capitalised on by senior leaders.

- Chartered teachers are given opportunities to show leadership for learning in developments which are linked to their recognised professional expertise and which focus on improving central aspects of the school's work such as learning, teaching or meeting learners' needs.

- There is effective support for chartered teachers from the headteacher and senior leadership team, and from the education authority.

- Intended outcomes from the contributions of chartered teachers are planned and explicit, and evaluated systematically.

What more can be done to capitalise on the potential contributions of chartered teachers?

# Summary of Key Findings

**Strengths**

- We found examples of effective identification of the CPD needs of individual teachers, who were taking increasing responsibility for identifying their own development needs.

- We found a wide range of CPD activities, with an increasing focus on locally-organised CPD, sharing effective practice, use of online networking and support, and coaching and mentoring. Many of these activities were as effective and more cost-efficient than other types of CPD.

- The broadening range of CPD themes and approaches was increasingly focused on aspects which were related to *Curriculum for Excellence*, for example the promotion of collaborative learning approaches, formative assessment and the use of ICT to improve learning.

- Common CPD topics across schools, clusters and authorities were often leading to a shared sense of purpose, better mutual support and more effective joint working among staff. We found some evidence of improving joint CPD between staff in different sectors.

- We found increased collegiate working in schools. Collegiate time agreements were generally working well. Collegiality often extended beyond these and in the best cases was based on a strong commitment from staff to working together on self-evaluation and improvement activities. Effective communication and consultation within most schools we visited helped staff to work in a collegiate manner.

- We found evidence of enhanced professionalism where teachers were, for example, more readily sharing ideas and resources, engaging in professional dialogue and taking a lead in development and innovation.

- Leadership opportunities at all levels were more widespread and included contributing to and leading developments and working groups.

- We saw encouraging examples of chartered teachers showing leadership for learning, supporting colleagues and modelling good teaching practice. The chartered teachers concerned were capitalising on their skills and understanding which had been enhanced by their involvement in the chartered teacher programme.

**Areas for development**

For *Curriculum for Excellence* to succeed, all of those concerned will need to build on the work that has already been done to improve practice in professional development, collegiality and the contributions of chartered teachers.

- Approaches to CPD need to achieve the greatest impact on outcomes for children and young people and make most effective use of time, expertise and resources. To achieve this we need to base CPD on the most up-to-date knowledge about how teachers learn and how their learning can be sustained and further developed in learning communities.

- In particular, there is a need to evaluate more consistently the medium- and longer-term impact of professional development activities in terms of children's progress and achievement.

- ICT can bring expertise, discussions with peers, professional support from networks, and the findings of research and resources directly to individual teachers and school communities, from Scotland and also from across the world. This represents a very rich source of CPD. We need to understand how to exploit ICT, including Glow, most effectively for teacher learning. We need to plan for the further development of online facilities and ensure that teachers have access, support and training to enable them to participate successfully in CPD through ICT.

- It is important to address through CPD the full range of aspects which will need to be in place for effective implementation of *Curriculum for Excellence*, building upon the work which has already been done. Priorities include developing teachers' understanding of how to deepen and extend children's learning, developing shared understanding of expectations and standards, and assessment (see page 16).

- Given the expectations of partnership working of *Getting it right for every child* and *Curriculum for Excellence* there is a need to improve the effectiveness and extent of development for all staff who support children's learning and development, including community learning and development staff, and of joint multi-agency training with professionals in areas such as health or social work.

- There is also a need to improve the extent and effectiveness of CPD for support, ancillary and administrative staff and involve these members of staff more fully in collegiate activity.

- Professional review and development should make important contributions to individual teachers' professional learning and development and so to raising standards in Scottish education. Increasingly, these processes need to take full account of the range of implications of the implementation of *Curriculum for Excellence* and its intended outcomes.

- Now that the role of chartered teachers has been clarified, their contributions to professional development and to children's learning must be maximised.

- High quality educational leadership is essential to the success of *Curriculum for Excellence*. The relevant skills and attributes should be developed progressively from the start of a teacher's career, with a consistent focus on ensuring benefits for children and young people.

- We need to ensure that all contributors to teacher professional development, including universities, specialist providers, associations and national bodies, are enabled to play the fullest possible part in the continuing professional development of all staff.

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