



Cyngor Addysgu Cyffredinol Cymru  
General Teaching Council for Wales

# A Professional Development Framework for Teachers in Wales



## **Professional Development, Recognition and Accreditation (Strand 2)**

### **Advice to the Welsh Assembly Government**

July 2006

The General Teaching Council for Wales is the statutory, self-regulating professional body for teachers in Wales. It seeks to raise the status of teaching by maintaining and promoting the highest standards of professional practice and conduct in the interests of the general public. The Council aims to provide an independent, representative and authoritative voice for the teaching profession in Wales and seeks to provide robust advice to the Welsh Assembly Government and other organisations on teaching issues.

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# Executive Summary

## Introduction

1. GTCW was invited by the Welsh Assembly Government to take the lead in developing a Professional Development Framework for teachers in Wales in 2004. The Council's remit to provide advice to the Assembly on such matters is set out in primary legislation, under the Teaching and Higher Education Act 1998, as amended by the Education Act 2002.
2. This document presents advice on Strand 2 of a Professional Development Framework for teachers in Wales. This concerns the professional development teachers undertake and its professional recognition and accreditation.
3. The advice is the second of a series of three such documents on the Framework to the Assembly over the period 2005 to 2007. The first set of advice in 2005 addressed both the broad structure of the Framework and Strand 1: Professional milestones and standards. The recommendations made were largely accepted by the Minister for Education, Lifelong Learning and Skills.

## Refinements to the Council's July 2005 Advice – Professional milestones

4. The Council refines its original advice to the Minister and proposes a single milestone for Chartered Teacher, with standards relevant to classroom practice and middle leadership.

## Career-long professional development: clarity, consistency and appropriateness

5. The Council recommends that national programmes and arrangements for teachers' professional development in Wales should be formalised so that each of the professional milestones in a teacher's career has a national programme of structured professional development linked to it and be underpinned by professional standards. In particular, a new national programme should be introduced for teachers aspiring to excellence in the classroom or who are middle leaders – the Chartered Teacher Programme. This would mean the following national arrangements for teachers' CPD:
  - QTS;
  - Statutory Induction, followed by EPD;
  - Chartered Teacher Status;
  - NPQH, followed by PHIP and LPSH.
6. The Council also proposes that it takes the lead in developing examples and guidance which will assist teachers in planning their professional development over and above any national programmes and arrangements.

## Professional recognition of teachers' professional development

7. Successful completion of each of the national programmes should lead to some form of professional recognition to teachers, namely:
  - QTS;
  - Full registration with GTCW on completion of statutory Induction;
  - Chartered Teacher Status;
  - NPQH.
8. In order to award Chartered Teacher Status, GTCW is currently preparing to make a formal submission to the Privy Council to become a Chartered Body. The Assembly would need to seek amendments to primary legislation to redefine 'full registration' in Wales for teachers who have met the Induction standard and 'provisional registration' for teachers who have QTS but have not yet met the Induction standard.

## Gaining accreditation for professional development

9. The Council proposes that a relationship be established between each of the professional milestones and associated national professional development programmes in the Framework and the possible opportunities for accreditation within the HE Framework that teachers might take advantage of, if they so choose.
10. The Council recommends that it works further with the HE sector in Wales to encourage institutions to put in place accreditation arrangements that can be readily accessed by teachers seeking to convert their professional recognition into a HE award.

## A Chartered Teacher Programme in Wales

### COMPOSITION OF THE PROGRAMME

11. The Council makes specific recommendations for the broad shape of a Chartered Teacher Programme in Wales. In particular, the Council advises that:
  - it would help to meet the professional development needs both of those aspiring to excellence in the classroom and those at middle leadership level;
  - teachers completing the programme would be professionally recognised through the award of 'Chartered Teacher Status';

- there should be two routes to meeting the standards for Chartered Teacher – a programme route and an accreditation route. Alternatively, teachers could 'mix and match' by completing some taught modules and seeking credit through APL / APEL for others;
- teachers should be able to complete Chartered Teacher at their own pace; however, normally teachers might take a minimum of two years to complete a taught programme or twelve months to prepare and present a professional development portfolio for accreditation;
- to be eligible to commence a Chartered Teacher programme, a teacher must hold QTS, be GTCW-registered and have two years' experience post-Induction and EPD. However, flexibility would be given for mature entrants to the profession with extensive experience outside of teaching to commence a taught route at an earlier stage.

### PROVIDERS OF THE PROGRAMME

12. The Council recommends that it does not specify who the providers of taught programmes for Chartered Teacher should be. Instead, having developed the professional standards for the milestones of Chartered Teacher, it would be for potential providers to develop programmes and seek their accreditation by the Council.
13. As the owner of the new milestone, the Council would expect to hold a number of responsibilities in respect of the Chartered Teacher Programme and its providers, including:
  - developing the professional standards for the milestone of Chartered Teacher;
  - designing guidance for providers on the national programme and its possible structure;
  - approving the providers who will deliver the programmes, having first established criteria for approval and quality assurance.
  - designing guidance to assist experienced teachers in developing their portfolios of evidence for presentation against the standards for Chartered Teacher;
  - managing the assessment of claims for APL and APEL for experienced teachers who can demonstrate that they have achieved the relevant Standard (the accreditation route);
  - appointing approved assessors who would consider submissions for APL or APEL (the accreditation route).

## IMPLEMENTATION

14. The Council recommends that the piloting of both the Programme (taught) and accreditation routes to Chartered Teacher should commence in September 2007.
15. Following evaluation of the pilots, the first Chartered Teacher programmes and the preparation of claims for APL/APEL by experienced teachers (the accreditation route) would then commence in September 2009.

## FUNDING FOR CHARTERED TEACHER

16. The Council strongly recommends that the Assembly should establish national funding arrangements for teachers seeking to complete Chartered Teacher.
17. Funding must be of a sufficient level so that there are no barriers to teachers who meet the Council's eligibility criteria from commencing the programme. When fully implemented, funding of up to £2 million per year would be required from the Assembly to enable teachers who wished to follow either the programme (taught) route or the accreditation route to Chartered Teacher to do so.

# Introduction

## Chapter 1

# A Professional Development Framework: Background and progress to date

### Introduction

18. This document presents advice to the Welsh Assembly Government on Strand 2 of a Professional Development Framework for teachers in Wales. This concerns the professional development teachers undertake and its professional recognition and accreditation.
19. This advice is the second of a series of three such documents on the Framework to the Assembly over the period 2005 to 2007. The first set of advice in 2005 addressed both the broad structure of the Framework and Strand 1: Professional milestones and standards. The third and final advice in 2007 will explore the formal recording of professional development activities and the quality assurance of professional development providers (Strands 3 and 4). (Timetable at Annex D).

### Progress to date in developing a Professional Development Framework

20. In late 2003, the Welsh Assembly Government invited the Council to take the lead, working with other partners, to develop a Professional Development Framework for teachers in Wales. The legislative basis for the Council's work in respect of the professional development of teachers is covered by the Teaching and Higher Education Act 1998, which states the following responsibilities:

- to advise the National Assembly for Wales and other designated bodies on the training, career development and performance management of teachers (paraphrase of Paragraph 2(2)(d))
- at the request of the Welsh Assembly Government, to undertake activities designed to promote recruitment to the teaching profession and the Continuing Professional Development of teachers (paraphrase of Paragraph 9(2))

21. To develop thinking on the Framework, the Council established a Task Group made up of representatives from the teaching profession, teacher unions, the initial teacher education and training sector, LEAs, Estyn and the Assembly. The Task Group met between September 2003 and December 2004. The Task Group's work culminated in the issue of formal advice to the Assembly in July 2005 regarding both the broad structure of the Framework and Strand 1: Professional milestones and standards.

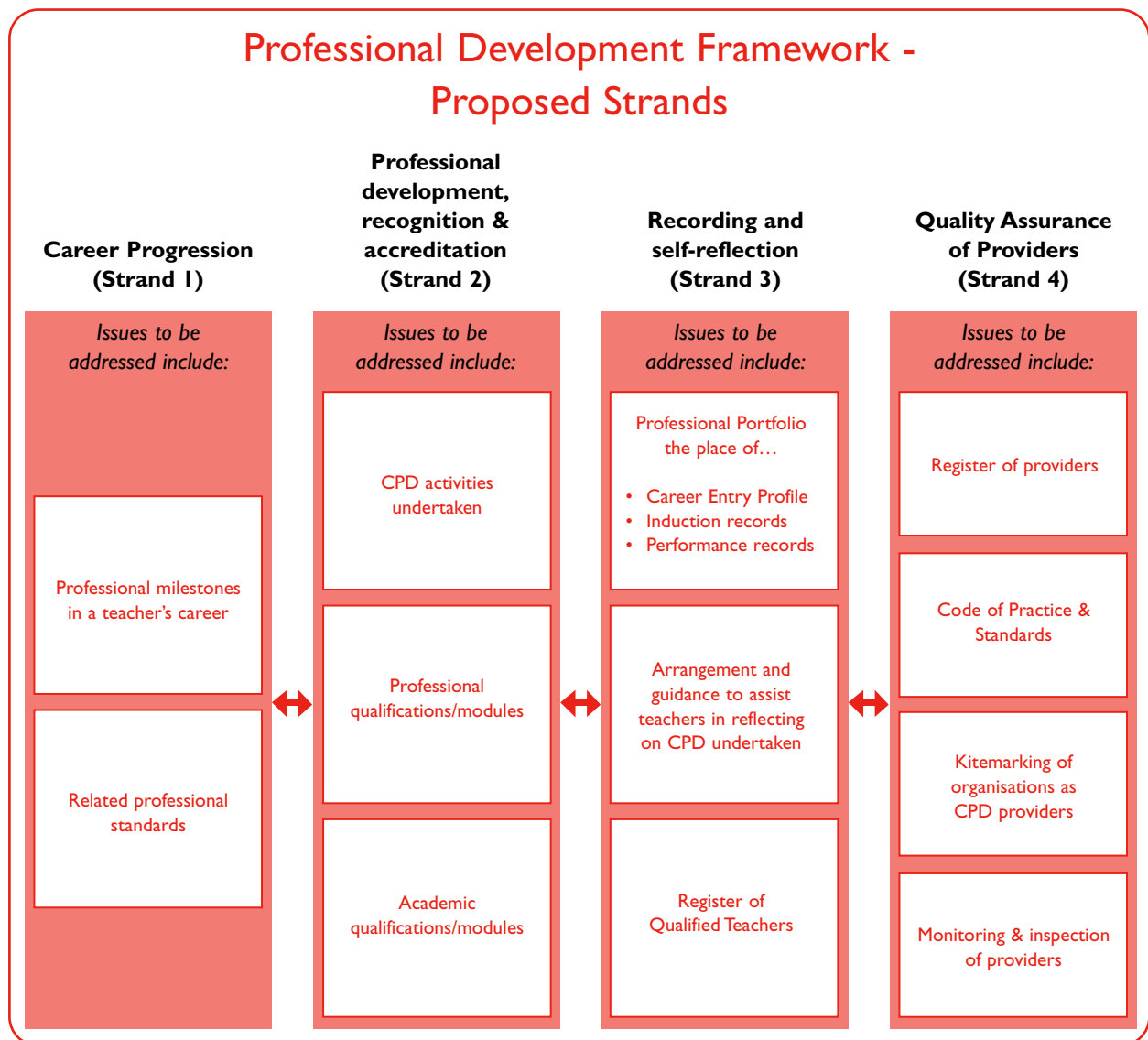
### Advice to the Assembly in July 2005

22. The main recommendations made by the Council are summarised under three headings below. (A full set of the recommendations may be found at [www.gtcw.org.uk](http://www.gtcw.org.uk)).

(A) Structure of a Professional Development Framework

- A Professional Development Framework is developed by addressing four main strands of work, all of which are inter-related:
  - Career progression – professional milestones and standards;
  - Professional development, recognition and accreditation;
  - Recording of professional development and self-reflection;
  - Quality assurance of providers.

This structure is illustrated in the diagram set out below.



**(B) Career progression and milestones**

**Five milestones with related professional standards**

- Progression through a teacher's career should be based on five key professional 'milestones' and related standards in a teacher's career. Three of the suggested milestones already exist. However, in suggesting new career milestones (Chartered Teacher and Middle Leader), the Council is not attempting to place additional hurdles or barriers in teachers' way. Rather, it is seeking to establish a clearer and more coherent structure to existing career and professional development arrangements.

**New milestones with related professional standards and CPD**

- A new milestone with related standards should be developed for Chartered Teacher. This milestone would seek to recognise that many teachers wish to pursue a challenging career within the classroom and would focus on teachers' excellence in the classroom and pedagogic skills;
- A new milestone with related standards should be developed for Middle Leaders. This milestone would seek to establish a set of common characteristics that offer clarity to teachers by underpinning all roles at the middle leader level.

**Programmes of national professional development for Chartered Teacher and Middle Leader**

- National programmes of professional development are developed for each of the new milestones. These would offer an opportunity for such teachers to gain formal professional development, if they so choose;
- Teachers who complete one of the national programmes would receive professional recognition for their achievements, in the form of 'Chartered Teacher Status'.

**Coherence in professional standards**

- A position be established where each and every milestone has a set of standards developed under a common set of headings, so as to assist teachers in determining what is appropriate at different stages of their careers.

**(C) Funding issues**

- The Assembly makes a statement which clearly sets out its strategy and the funding arrangements for teachers' professional development in Wales. This should address three levels – the individual, the school and the LEA/national;
- The Assembly sets a target date by which all teachers would have an entitlement to individually-focused CPD.

23. The Minister for Education, Lifelong Learning and Skills accepted, in principle, the Council's recommendations<sup>1</sup> and invited the Council to proceed by developing, subject to consultation with

the profession, further advice on Strand 2 of the Framework, namely the professional development teachers undertake and how they might gain recognition and accreditation for it.

<sup>1</sup> Save for the final recommendation under **Funding Issues** above.

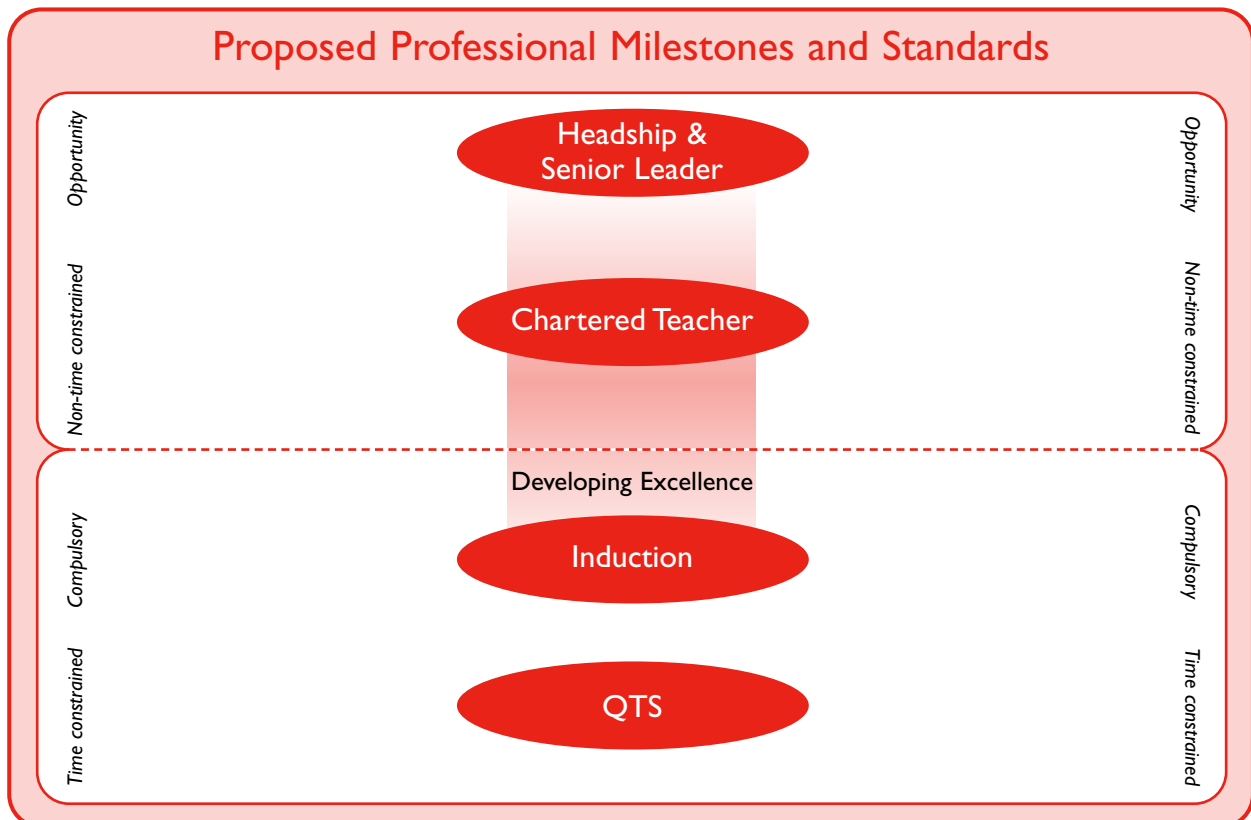
### Developing the advice on Strand 2 – consultation with the teaching profession

24. Consistent with its approach under work Strand 1, the Council established a Task Group to develop thinking on Strand 2 of the Framework. The Task Group met between September 2004 and December 2005 and its work resulted in the publication of a second consultation document entitled *Consultation on the Professional Recognition and Accreditation of Teachers' Professional Development (Strand 2)*.
25. The consultation exercise on Strand 2 ran between 17 February 2006 and 28 April 2006. The consultation document was issued to the following organisations:
- Teacher unions and associations in Wales;
  - Local Education Authorities;
  - Diocesan Authorities;
  - Initial teacher education and training institutions in Wales;
  - Other interested parties within the Education sector.
26. Details of the consultation were also featured in the February 2006 edition of the Council's Journal *Teaching Wales*, which was sent to all registered teachers in Wales. Registered teachers wishing to respond to the consultation were encouraged to do so either electronically, using the questionnaire on the Council's website at [www.gtcw.org.uk](http://www.gtcw.org.uk) or by requesting a copy of the questionnaire from the Council directly.
27. Alongside the consultation document, the Council gathered views and received feedback on Strand 2 of the Framework in a number of other ways, including:
- in parallel with the issue of the consultation document, the Council organised four small-scale consultation seminars. Each seminar was targeted at a different group within the teaching profession (Cardiff and Mold – experienced teachers; Swansea – Heads, Deputies, Assistant Heads; Aberystwyth – Teachers in their first three years since QTS). The seminars offered an opportunity for delegates to receive information about the Strand 2 of the Framework and offered a valuable opportunity for the Council to seek the detailed views of delegates through workshop sessions. This 'qualitative' information has been valuable in developing the Council's advice to the Assembly on Strand 2;
  - meetings have been held with ADEW, initial teacher education and training institutions and teacher unions and associations in Wales to outline the Council's proposals and to receive feedback;
  - the Council has taken up a number of invitations to present details about its proposals for Strand 2 of the Framework to a range of audiences, for example to the IPDA Cymru Conference;
  - the Council has sought to publicise its Strand 2 proposals and stimulate discussion and debate, for example, by issuing press releases and presenting information on its website.

28. To ensure that it stays abreast of the latest thinking and developments on CPD and related matters, the Council has continued to undertake investigative work in understanding both current and future plans in the following areas:
- perspectives on pay, terms and conditions in Wales and England, including statutory deliberations of the Statutory Teachers' Review Body (STRB) and the Rewards Incentives Group (RIG);
  - the work of the Teacher Development Agency for Schools (TDAS) in England in reviewing standards for classroom teachers;
  - the establishment of professional development structures and frameworks in other professions and the teaching profession in other countries;

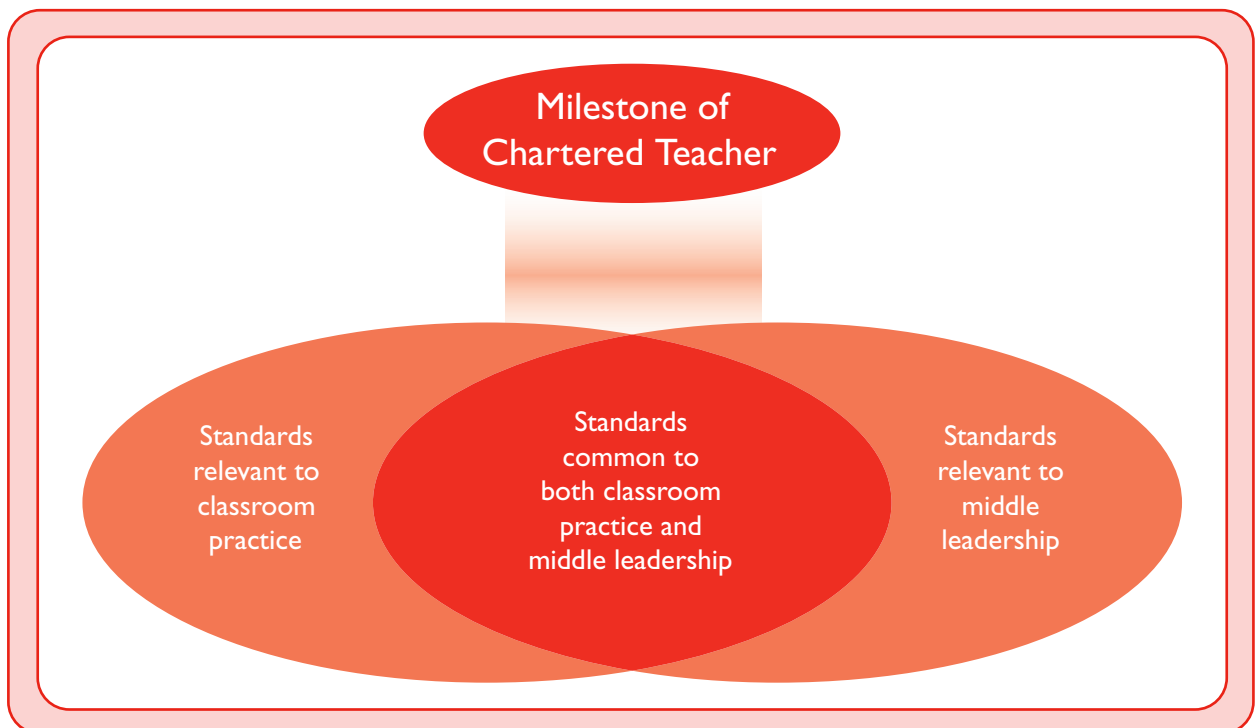
**Refinements to the Council's July 2005 Advice**

29. In developing this strand of the Framework, the Task Group and the Council's consultation with the profession has found that in practice, the need for new milestones for both Chartered Teacher and Middle Leader was unnecessary. Rather, it would be possible and desirable to set out standards relevant to classroom practice and middle leadership within the same milestone. This is particularly important in the case of primary school teachers who are often required to perform both roles.
30. As a consequence, the Council refines its original advice to the Minister and bases this second advice document upon the following revised model.



31. In setting out this revision, the Council emphasises that it is not underplaying the role or importance of middle leaders. However, in reflecting the considerable overlap in the roles of classroom teachers and middle leaders, **the professional standards for the reshaped milestone of Chartered Teacher will be developed in such a**

**way that they encapsulate both roles.** This is likely to be achieved by the milestone having a common set of standards relevant to both classroom practice and middle leadership and further standards relevant to the classroom practice or middle leadership only.



## Chapter 2

# Professional development, recognition and accreditation: Issues and challenges

### The professional development available to teachers

32. At present, teachers have opportunities to undertake a broad range of further professional development activities. Much of this activity is driven through the Performance Management process now embedded in schools, and funding for these activities may come from a range of sources, including the Better Schools Fund, the GTCW Continuing Professional Development Funding Programme or the school budget.
33. Examples of these professional development activities are numerous, but may be reasonably grouped into three main categories:

### Formal and centrally-organised professional development

34. The Welsh Assembly Government has established a number of national and centrally organised professional development programmes in Wales. For example:
- all newly qualified teachers now receive a supported start to their teaching careers, in the form of a statutory Induction year, followed by two further years of Early Professional Development (EPD);
  - the Assembly provides support for aspiring headteachers through the establishment of a mandatory programme of professional development (the National Professional

Qualification for Headship (NPQH)), followed by a further national programme for those who subsequently take up their first headship posts (the Professional Headship Induction Programme (PHIP)).

### Professional development activities specifically organised by a particular school, LEA or other organisation

35. Schools and LEAs organise a variety of professional development activities themselves. The number and nature of such activities vary considerably between individual schools and LEAs, but might include:
- in-service training courses covering a range of matters such as behaviour management, learning strategies, health and safety or inclusive education;
  - direct support at a departmental or whole school level, often through the use of specialists from the LEA advisory team;
  - school leadership modules (SLMs) or middle level leadership training, often run in liaison with a higher education institution;
  - 'refreshment' CPD, which will enable teachers to keep their knowledge up to date with various processes, systems or statutory requirements. A typical example might include a session run by an examination board concerning the introduction of a new syllabus;

- short training courses on specific matters which might have been agreed with the headteacher through the performance management process, for example, a new or existing ICT package.

### Individual professional development

36. Teachers also undertake further professional development themselves, on an individual basis. These activities are extremely wide-ranging, and might include:

- formal accredited learning, such as a higher degree course;
- less formal learning, such as a visit to a local school to observe practice;
- activities funded through the GTCW individually focused professional development funding programme, administered on behalf of the Assembly;
- activities funded through specific schemes established by the Assembly such as laith Pawb;
- activities initiated by the teacher on a personal basis outside of their teaching posts, but which nonetheless have a positive impact on their teaching and careers;
- teaching, by its very nature, results in a teacher developing professionally as a natural outcome of his/her everyday professional practice. This might include, for example, teaching a new subject or year group for the first time, taking on new responsibilities on a temporary basis, or supervising a school trip for the first time.

### Issues and challenges

37. Despite this range of professional development opportunities open to and undertaken by teachers in Wales, the Council identified in its July 2005 advice to the Assembly a number of specific limitations with the existing arrangements for the professional development of teachers in Wales.

38. Many of these limitations relate specifically to Strand 2 of the Framework and are described in greater detail below:

- a lack of clarity and consistency in the professional development opportunities open to teachers as they progress through their careers;
- inequality in the access teachers have to professional development;
- limited opportunities for teachers to gain professional recognition for the professional development they undertake;
- limited opportunities for teachers to gain accreditation for the professional development they undertake.

### Lack of clarity and consistency in the professional development opportunities open to teachers or most appropriate as they progress through their careers

39. Despite the variety of opportunities available and, in many circumstances, the excellent advice offered to teachers by headteachers and mentors through the performance management process in schools and LEA advisory services, many teachers' professional development experiences continue to be fairly random.

40. A particular difficulty in this regard is a lack of clarity as to what opportunities are actually available, and what professional development options might be most appropriate at a particular stage of a teacher's career.
41. We consider that there is merit in reviewing these arrangements, nationally to determine whether greater clarity could be established, not only as to what is available, but also as to what might be most appropriate at a particular stage of a teacher's career. A key part of this review should include identifying any gaps in the existing national professional development arrangements, so as to ensure that all teachers receive high-quality professional development, from the start to the end of their careers, regardless of factors such as the sector in which they work, geographic location, length of service or limitations in funding.
42. Indeed, as part of the Council's consultation on Strand 2, a number of gaps in existing national arrangements were highlighted by respondents. For example:
- teachers aspiring to excellence in the classroom;
  - teachers who teach through the medium of Welsh;
  - Deputy/Assistant Heads, who do not wish to become headteachers;
  - teachers who teach pupils with additional learning needs.

## Inequality in teachers' access to professional development

43. Furthermore, teachers do not always enjoy the same access to the professional development opportunities that are available across Wales. Disparities often exist depending upon factors such as:
- the degree and variety of CPD support and provision in LEAs;
  - school-specific factors, such as the size of a school and the commitment demonstrated by individual schools developing teachers;
  - sufficient and consistent funding for CPD at individual, school, LEA or national level. For example, not all teachers who wish to embark on the NPQH programme are able to do so, or a headteacher may feel unable to support certain CPD activities for his/her teachers due to budgetary constraints;
  - the availability of professional development in a local area by private providers, higher education institutions or through the medium of Welsh. For example, middle level leader training is more readily available in South Wales than some other areas of Wales. Also, the availability of high-quality professional development for teachers who teach through the medium of Welsh is lacking in some areas;
  - job role; for example, supply teachers do not always have access to LEA-organised professional development activities and in order to access many forms of professional development, they have to forego one or

more days' income. Also, increasing numbers of newly qualified teachers are unable to undertake Induction as they are unable to secure substantive teaching posts;

- the sector a teacher works in, for example, professional development is often less established for groups such as peripatetic teachers or those working in Pupil Referral Units.

44. There is a need to ensure that such disparities do not act as barriers to the professional development of any individual teacher or the profession as a whole.

45. As emphasised in its July 2006 advice, the Council considers the issue of funding to be a particular concern in this regard. In its advice document *Continuing Professional Development: An Entitlement for All* (2002), the Council stated that there was a need to ensure appropriate funding strategies at three levels:

- individually-focused CPD;
- school focused CPD;
- LEA/nationally-focused CPD.

46. There is a clear need to ensure that teachers' professional development, in all its 'guises' is adequately funded, thus ensuring equality of access for all teachers in Wales.

47. As recommended in the Council's advice to the Minister in July 2005, the Assembly Government has issued a statement setting out details of the funding that it makes available annually for teachers' professional development.

48. While the clarity presented by this statement is very helpful to the profession, further progress could be made if LEAs and employers followed the Welsh Assembly Government's lead by making a similar statement. This would give a full picture of the total funding available for the CPD of teachers in Wales.

### Limited opportunities for teachers to gain professional recognition for their professional development

49. In addition to the lack of clarity over what professional development is actually available and most appropriate to teachers at different stages of their careers, there are also limited opportunities for teachers to gain professional recognition for any professional development they undertake.

50. Two of the milestones in a teacher's career do offer professional recognition, which has credibility both within and outside the teaching profession, namely:

- the milestone of QTS offers professional recognition in the form of Qualified Teacher Status (QTS);
- the milestone of Headship and Senior Leader offers professional recognition in the form of NPQH.

51. However, apart from these two cases, there are no other clearly defined opportunities for teachers to gain professional recognition. This is disappointing when one considers that:

- the vast majority of teachers are neither at the beginning of their careers or aspiring to headship;

- as described at the beginning of this chapter, teachers undertake a vast range of professional development during their careers and much of this should be capable of being used to gain some form of professional recognition through 'Accredited Prior Learning (APL)' or 'Accredited Prior Experiential Learning (APEL)';
  - professional recognition is an increasingly familiar concept in many other professions and in the teaching profession in other countries. In Scotland, for example, teachers aspiring to excellence in the classroom may achieve the professional title of Chartered Teacher Status. Similarly, the award of 'Chartered Status' is common in a number of other professions outside teaching.
  - the professional milestone of Headship and Senior Leader recognised through NPQH, may count as up to 60 credits towards a Masters degree (subject to the completion of a bridging assignment);
  - some institutions offer qualifications such as a Postgraduate Certificate, a Graduate Diploma or a Masters in Education and teachers may use their teaching work and achievements to seek 'credit' towards these qualifications.
54. However, as already described, teachers undertake a vast range of professional development during their careers and much of this should be capable of being used as credit (through Accredited Prior Learning (APL) or Accredited Prior Experiential Learning (APEL)) towards academic qualifications.

### A lack of clarity in the opportunities and arrangements for teachers to have their professional achievements accredited

52. Alongside the limited opportunities for teachers to gain professional recognition, there is also a lack of clarity in the arrangements for teachers to have their professional achievements accredited by the HE sector in Wales, through the award of 'credit', leading to further academic qualifications.
53. Some progress has been made by the HE sector in Wales, namely:
- the professional milestone of QTS offers accreditation in the form of a PGCE or BEd. when undertaken as part of a programme of initial teacher education and training;
55. It would be particularly beneficial to teachers for:
- the Framework to establish clear opportunities for all teachers to gain accreditation for their professional development and teaching practice;
  - the HE sector in Wales to communicate more effectively its national arrangements for accrediting teachers' professional development and practice.
56. Each of the issues described above were widely acknowledged by respondents to the Council's consultation as being matters which Strand 2 of a Professional Development Framework should seek to address.

## Chapter 3

# Professional development, recognition and accreditation: Key principles

57. The Council considers that the following broad principles should underpin this strand of the Framework.

### Professional development

- the Council will use the definition of professional development which it established in its 2002 advice to the Assembly, *CPD: An Entitlement for All*, namely that

*Professional Development encompasses all formal and informal learning which enables teachers to improve their own practice*

Taking a 'wide' definition of professional development acknowledges the vast range of professional development undertaken by teachers, as described in Chapter 2, including professional development which occurs naturally within one's teaching post and school;

- the Framework should seek to ensure that all teachers have access to high-quality professional development whatever stage they are at in their careers and regardless of factors such as the sector in which they work, geographic location, length of service or limitations in funding;
- where national programmes of structured professional development are clearly lacking for many teachers, the Framework should seek to introduce new programmes to address these needs. This will help to bring consistency,

coherence and equality of access to teachers' CPD;

- whilst encouraging all teachers to develop themselves professionally throughout their careers, certain professional development programmes should be optional;
- professional development programmes and their providers within the Framework should be quality-assured.

### Professional recognition

- the Framework should provide opportunities for all teachers to gain professional recognition for their professional development;
- the Framework should help teachers to use their professional development and school based experiences, as evidence, in the form of Accredited Prior Learning towards professional qualifications;
- clear criteria and a standardised system should be developed to enable teachers to gain professional recognition for their professional development and achievement;

### Accreditation

- the Framework should provide opportunities for all teachers to gain accreditation for their professional development;

- the Framework should help teachers to use their professional development and school based experiences, as evidence, in the form of accredited prior learning towards academic qualifications;
- it is for the individual teacher to decide whether he/she wishes to use the evidence from professional development to gain accreditation;
- clear criteria and a standardised system should be developed to enable teachers to seek credit for their professional development and achievement;

58. The principles set out above were well supported by respondents to the Council's consultation as being those that should underpin Strand 2 of the Framework. Indeed, one major teaching union commented, "The principles are broadly based and comprehensive, but neither restrictive nor oppressive".

59. However, in establishing these principles, the Council also acknowledges the following valuable points noted by respondents:

- the principles recognise the importance of individual teachers taking ownership for their own professional development and having a significant input into their own professional development. However, the important and complementary roles played by LEAs and the Performance Management process in schools are also recognised.
- it is appreciated that schools, LEA and national priorities should also not be overlooked and also need to be addressed.

60. Subsequent chapters of the consultation document apply these broad principles in tackling each of the issues specified.

**Recommendations:**

**The Council recommends that:**

- the Assembly embraces the key principles established in Chapter 3 in respect of teachers' professional development and its recognition and accreditation.

# PART A

## Professional development, recognition and accreditation

## Part A

# Professional development, recognition and accreditation

61. Having set out clear principles which should underpin teachers' professional development and its recognition and accreditation, Part A of this advice applies these principles in making recommendations to address the areas which were identified in Chapter 2, namely:

- a lack of clarity and consistency in the professional development opportunities open to teachers as they progress through their careers;
- inequality in the access teachers have to professional development;
- limited opportunities for teachers to gain professional recognition for the professional development they undertake;
- limited opportunities for teachers to gain accreditation for the professional development they undertake.

## Chapter 4

# Career-long professional development: clarity, consistency and appropriateness

62. Despite the vast range of professional development opportunities open to teachers in Wales, many teachers' professional development experiences continue to be fairly random. A Professional Development Framework for teachers can help to address this by ensuring that:

- there are consistent and coherent professional development opportunities which are accessible by all teachers from the start to the end of their careers, regardless of factors such as their job role, the sector in which they work, geographic location, length of service or limitations in funding;
- the professional development options open to teachers at particular stages of their careers are clear, both as to what is available, and what is most appropriate at particular stages of a teaching career.

### National programmes and arrangements

#### National programmes of structured professional development

63. The Council has established that a career in teaching should be underpinned by four career milestones: QTS, Induction, Chartered Teacher and Headship & Senior Leader. Three of these milestones (Qualified Teacher Status, Induction and Headship) already have national arrangements

where teachers gain high-quality professional development relative to a particular stage in their careers and at the same time are assessed against the professional standards for that professional milestone.

64. The Council's recommendation that a national programme of structured professional development be established for the new professional milestone of Chartered Teacher was accepted in principle by the Minister for Education, Lifelong Learning and Skills, subject to the Council developing the detail of such a programme<sup>2</sup>. Following consultation with the profession, further details are provided in Part B of this document.
65. Thus, there should be in the near future, national programmes of structured professional development in place for all teachers in Wales which span the entirety of a career in teaching. Such programmes should be open to all teachers and be consistent in their content and quality.

#### National professional development for which there are no national standards

66. The Council also acknowledges that the following national professional development arrangements exist:

- Early Professional Development (EPD).
- the Professional Headship Induction Programme (PHIP);

<sup>2</sup>The Minister is reminded that the Council's July 2005 advice suggested two new milestones with national programmes of professional development for each. In refining its original advice to a single milestone called Chartered Teacher (see Chapter 1), only one national programme of professional development would be developed.

- the Leadership Programme for Serving Heads (LPSH).

67. While these arrangements are not underpinned by professional standards, their value is acknowledged and they warrant inclusion in any Framework for teachers' professional development.

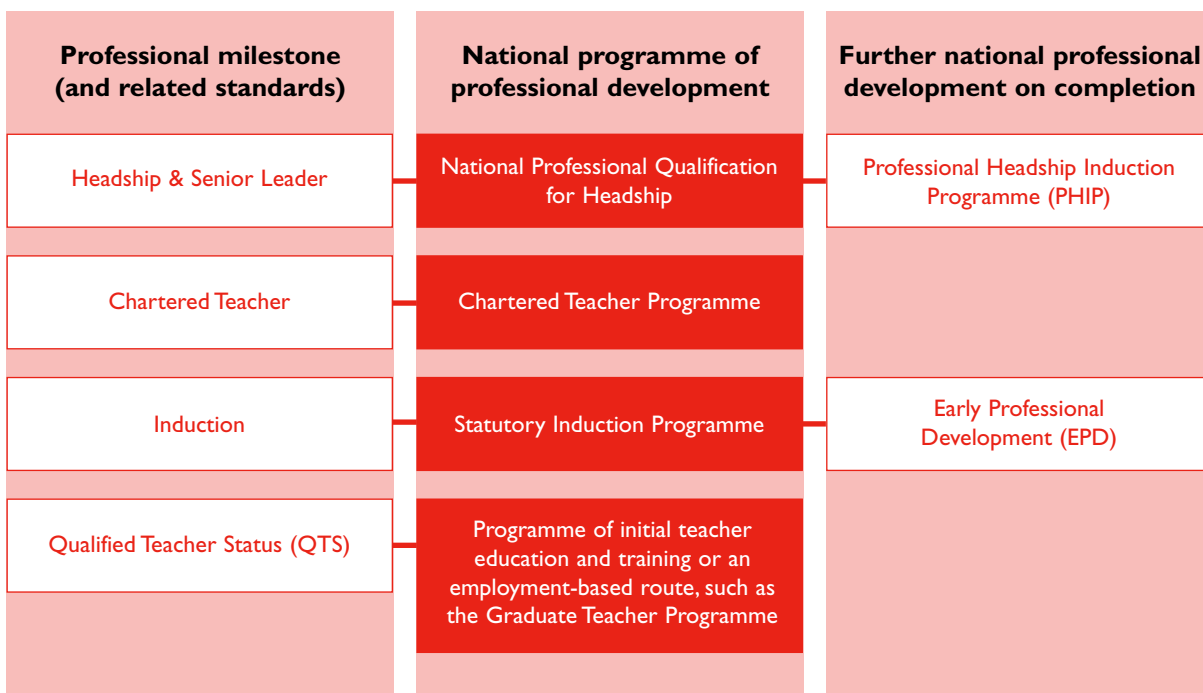
**Defining the national programmes and arrangements**

68. The Council therefore proposes that the Framework should define the following national programmes and arrangements for teachers' professional development in Wales.

69. Notable features of these arrangements are:

- each of the professional milestones in a teacher's career will have a national programme of structured professional development linked to it;
- each of the national programmes would be underpinned by the professional standards for a particular professional milestone. By successfully completing one of the national programmes, a teacher would be assessed against the relevant professional standards;

**National programmes and arrangements for teachers' professional development in Wales**



- all of the national programmes would be coherent and offer progression in their content and coverage;
  - to reflect the fact that after Induction and Early Professional Development, teachers may choose differing career paths, the professional development programmes for the milestones of Chartered Teacher and Headship & Senior Leader should be optional rather than mandatory;
  - existing professional development at middle leader level, notably school leadership modules (SLMs) and middle level leadership training organised by LEAs and higher education institutions would be subsumed by the national programme for the milestone of Chartered Teacher. Further details are set out in Part B of this advice document.
- Units. However, their professional development needs are equally important;
- not all newly qualified teachers seeking to undertake Induction and benefit from the professional development this brings are able to do so due to a lack of vacancies;
  - some Deputy or Assistant Heads have no aspiration to become a headteacher; however they would still like a national framework to offer them professional development opportunities.

71. While, it is impossible to accommodate all such requirements in a national Framework, the Council does make specific recommendations in relation to provision for these groups.

### Other professional development opportunities and their place within the Framework

#### Areas for further development or gaps in the proposed national arrangements

70. While the proposed national arrangements were extremely well supported by the profession, including the introduction of a Chartered Teacher Programme, a number of helpful additional points were raised by respondents:
- a number of respondents felt that there are gaps in the existing professional development arrangements in certain specific areas, including for teachers working through the medium of Welsh, mentoring and coaching and teaching pupils with additional learning needs;
  - some teachers do not work in a 'traditional' school context, for example supply teachers, peripatetic teachers or those in Pupil Referral
72. As described in Chapter 2, teachers also undertake a range of professional development over and above any national programmes or arrangements. Such activities are both extensive and varied in their nature, and include professional development organised by individual teachers, schools or LEAs.
73. Due to the sheer volume and variety of such activities, it would be impractical to attempt to formalise matters by using the Framework to specify what professional development is available and might be most appropriate at a particular stage of a teacher's career.
74. However, it would be beneficial to teachers in planning both their careers and professional development for the Council to develop examples

and guidance of the sorts of professional development activities that might be relevant at a particular stage of a career.

75. Such information could be easily and clearly presented by relating it to each of the professional milestones and standards in the Framework. However, in developing it, the Council would want to emphasise that it would:

- be a guide to teachers, rather than being too prescriptive or appearing to place an expectation upon teachers or a directive to them;
- not replace professional development planning at the school, LEA or national level, but would offer a helpful aid as part of the Performance Management process;
- make use of similar approaches adopted by a small number of LEAs in England and some LEAs in Wales who have developed 'directories' of the CPD available through their advisory services;

- be developed in full consultation with the profession;

- be available on-line and continuously reviewed/updated.

76. This proposal was very much welcomed by respondents to the Council's consultation.

77. Should this approach be supported by the Minister, the Council will seek to prepare and publish this guidance following the review of the professional standards for each milestone as recommended in its July 2005 advice. (The Council recommended that this review be commenced no later than January 2008). Once developed, this material would need to be maintained and updated on a regular basis.

78. The Council also intends to develop and consult with providers on the desirability of a Register of Providers which could be of assistance to teachers in identifying available professional development opportunities across Wales. Further details will be forthcoming on this in 2007. (Timetable at Annex D).

**Recommendations:****The Council recommends that:**

- national programmes and arrangements for teachers' professional development in Wales should be formalised such that:
  - each of the professional milestones in a teacher's career has a national programme of structured professional development linked to it and be underpinned professional standards;
  - subject to meeting certain eligibility criteria, national programmes would be open to all teachers;
  - all of the national programmes would be coherent and offer progression in their content and coverage;
  - to reflect the fact that after Induction and Early Professional Development, teachers may choose differing career paths, the professional development programmes for the milestones of Chartered Teacher and Headship & Senior Leader should be optional rather than mandatory;
  - existing professional development at middle leader level, notably school leadership modules (SLMs) and middle level leadership training organised by LEAs and higher education institutions, would be subsumed by the national programme for the milestone of Chartered Teacher;
- the Assembly and employers give consideration to the professional development needs of the specific groups and areas where the Council's consultation highlighted that gaps might exist, for example:
  - teachers working through the medium of Welsh, mentoring and coaching and teaching pupils with additional learning needs;
  - teachers who do not work in a 'traditional' school context, such as supply teachers, peripatetic teachers and those in Pupil Referral Units;
  - those newly qualified teachers who are unable to secure substantive posts and complete Induction;

The Council is willing to assist the Assembly with such work, if required;

- should the proposed national arrangements be accepted, the Assembly invites the Council to keep them under continuous review and recommend refinements or additions over time;
- it takes the lead in developing examples and guidance which assist teachers in planning their professional development over and above any national programmes and arrangements. This work would commence following the review of each of the professional standards agreed by the Minister for commencement by January 2008. Account would be taken of similar models developed by some LEAs and schools in Wales, England or further afield.

## Chapter 5

# Professional recognition of teachers' professional development

79. The Council wishes to give all teachers the chance to gain recognition for their professional development and achievements by developing better structures for them to do this.

### National programmes and arrangements

80. One clear way of offering professional recognition is to ensure that all national structured programmes and arrangements are geared towards giving teachers recognition for their achievements.

81. The three existing national programmes of structured professional development to assist teachers already offer a form of professional recognition, which has credibility both within and outside the teaching profession. That is:

- the milestone of Qualified Teacher Status. In order to gain Qualified Teacher Status, a person must meet the professional standards for QTS. The professional milestone of QTS is certificated in that a QTS certificate is awarded by GTCW.

The award of QTS (and thus indicating that the national standards have been met) is professionally recognised in that:

- only persons with QTS may undertake the specified work of a teacher in Wales;<sup>3</sup>
- under an EC Directive, teachers with QTS may be recognised as teachers and work as such in all countries in the European Economic Area (EEA);

- the milestone of Induction. On gaining QTS, in order to continue to work as a qualified teacher, a newly qualified teacher must meet the statutory Induction standards within a specified period. The professional milestone of Induction is certificated in that an Induction certificate is awarded by GTCW.

Statutory Induction is professionally recognised in that:

- only persons who meet the Induction standards may undertake the specified work of a teacher in Wales;
- teachers meeting the Induction standard in Wales are also recognised as such in England and Northern Ireland;

However, there are difficulties in describing the status of a teacher who has met the Induction standard. The Council, therefore, advises that in future, newly qualified teachers be given 'full registration' on meeting the Induction standard. This registration status may go a long way to reinforcing the importance of the Induction standard as evidence of being able to fulfil the role of the teacher in practice. Indeed, this proposal received extensive support in the Council's consultation with the profession. As such, we would ask the Assembly to introduce changes to primary legislation to redefine 'provisional' and 'full registration' in such a way.

<sup>3</sup> Subject to exemptions in legislation

- the milestone of Headship & Senior Leader: Since September 2005, there is a requirement for all newly appointed headteachers in Wales to have met the headship standards. The professional milestone of Headship is certificated in that an NPQH certificate is awarded by the Assembly, and post-nominal letters may be used by the teacher:

This programme is professionally-recognised in that:

- from September 2005, only those with NPQH may work as headteachers in Wales (unless appointed prior to that date);

- the award of NPQH in Wales is also recognised in other countries, including England, Scotland and Northern Ireland.

82. The Council's July 2005 advice to the Assembly further developed this principle by recommending that completion of the national programme of structured professional development for the new professional milestone of Chartered Teacher should also lead to a teacher being able to gain professional recognition for this, through the award of Chartered Teacher Status. The Minister will recall that she accepted this in principle and further details of the Council's more detailed thinking on this matter are set out in Part B to this document as requested. This includes how teachers might use their professional development as evidence of Accredited Prior Learning (APL) or Accredited Prior Experiential Learning (APEL).

### National arrangements for teachers to gain professional recognition

| Professional milestone (and related professional standards) | National programme of professional development   | Professional recognition |
|---|--|--------------------------|
| Headship & Senior Leader                                    | National Professional Qualification for Headship   | NPQH                     |
| Chartered Teacher   | Chartered Teacher Programme  | Chartered Teacher Status |
| Induction   | Statutory Induction Programme  | GTCW Registered Teacher  |
| Qualified Teacher Status (QTS)                              | Programme of initial teacher education and training or an employment based route, such as the Graduate Teacher Programme | QTS                      |

83. On this basis, the Council recommends that the Framework should establish the following national arrangements for teachers to gain professional recognition.
84. A national structure to give all teachers opportunities to gain professional recognition for their CPD, as proposed in this chapter proved very popular in the Council's consultation, with the general view being that this would have a significant impact in helping to raise the status of the teaching profession in Wales. The idea of introducing a new form of professional recognition for those teachers aspiring to excellence in the classroom or in middle leadership roles also generated a huge amount of interest and discussion.

### Other professional development and its scope for professional recognition

85. One of the major advantages of these national arrangements is that each of the national programmes will give teachers opportunities to use all forms of other professional development as evidence towards meeting the necessary standards for any milestone. This concept was very well received in the Council's consultation with the profession.
86. This is particularly the case in respect of the new Chartered Teacher programme. (Further details can be found in Part B of this advice).

### Recommendations:

#### The Council recommends that:

- the national arrangements proposed in Chapter 5 be formalised so as to offer sufficient opportunities for teachers to gain professional recognition for their professional development, namely:
  - QTS;
  - Full registration with GTCW (on meeting the Induction standard);
  - Chartered Teacher Status
  - NPQH.
- the Assembly works to amend primary legislation to redefine 'full registration' in Wales for teachers who have met the Induction standard and 'provisional registration' for teachers who have QTS but have not yet met the Induction standard;
- should the proposed national arrangements be accepted by the Assembly, then the Council be invited to keep these under continuous review and recommend refinements or additions over time.

## Chapter 6

### Gaining accreditation for professional development

87. Like professional recognition, relatively few teachers use their professional development to gain 'credit' towards further academic qualifications.
88. The HE sector in Wales already has mechanisms in place for teachers to use their professional development in this way; however, the majority of teachers do not take advantage of such opportunities.
- attracts broad agreement in the Higher Education sector in Wales on the total number of credits required for the award of the main HE qualifications.

#### National programmes and arrangements as opportunities for teachers to gain accreditation

89. A clear way of offering teachers accreditation is to ensure that all national structured professional development programmes and arrangements are geared towards giving teachers opportunities to gain accreditation within the HE Framework.
90. In defining such a relationship, the Council adopts the Credit and Qualifications Framework for Wales (CQFW) developed by the HEFCW, ELWa and ACCAC. The main features of the CQFW are that it:
- provides a single unifying structure for credit and qualifications within higher education;
  - places learners at its centre, enabling them to gain credit for their learning, whatever the level, time taken, volume or location;
  - uses credit as a currency to assess relative values, and which can be accumulated towards overall awards according to criteria specified by an awarding body;
91. Further details on the CQFW are provided at Annex B.
92. Using the CQFW, the Council proposes the following relationship between the professional milestones and recognition and the accreditation which teachers might receive within the HE Framework.
93. In considering the table, the Council emphasises that the Framework specifies the credit, accreditation and level of credit which would normally be awarded relative to each professional milestone and national programme of professional development. However, the Council is unable to guarantee that such accreditation will always follow, as it will be for HE institutions to be satisfied in each instance that the individual teacher met the necessary academic standards.
94. Of particular note is the variety of accreditation options available to teachers meeting the professional standards for Induction or Chartered Teacher. As the table indicates, these could include credit towards a Graduate Certificate, Graduate Diploma, Masters or Doctorate, depending on the extent to which the teacher wished to pursue the academic content.
95. As with the proposals in Chapter 5, the Council advises the Minister that a national structure to give all teachers opportunities to gain accreditation

**Relationship between the professional framework and accreditation within the HE Framework**

| Professional milestone         | Professional development programmes or arrangements  |   | Professional recognition | Accreditation within the HE Framework |         |                   |                          |
|--------------------------------|--|---|--------------------------|---------------------------------------|---------|-------------------|--------------------------|
|                                | Programme  | Further professional development on completion  |                          | Level                                 | Credits | Award             |                          |
| Headship & Senior Leader       | National Professional Qualification for Headship   | Professional Headship induction Programme (PHIP)<br><br>Leadership Programme for Serving Heads (LPSH) | NPQH                     | 7                                     | 60      | Towards a Masters |                          |
| Chartered Teacher              | Chartered Teacher Programme  |   | Chartered Teacher Status | Possible accreditation                | 8       | 540               | Doctorate                |
| Induction                      | Statutory Induction programme  | Early Professional Development (EPD)  | Induction                |                                       | 7       | 180               | Masters                  |
|                                |  |   |                          |                                       |         | 120               | Postgraduate Diploma     |
|                                |  |   |                          |                                       |         | 60                | Postgraduate certificate |
|                                |  |   |                          |                                       | 6       | 120               | Graduate Diploma         |
|                                |  | 60  | Graduate certificate     |                                       |         |                   |                          |
| Qualified Teacher Status (QTS) | Programme of initial teacher education and training or an Employment based route, such as the Graduate Teacher Programme |   | QTS                      | 6                                     | 360     | Degree            |                          |
|                                |  |   |                          | 5                                     | 240     | DipHE             |                          |
|                                |  |   |                          | 4                                     | 120     | CertHE            |                          |

for their CPD (as proposed in this chapter) proved very popular in the Council's consultation. In particular, it was felt to be a very valuable bi-product of teachers' CPD and was well supported by the HE sector in Wales. Indeed, all initial education and training institutions in Wales chose to respond to the consultation and welcomed the proposals made. Notable comments included:

UCET Cymru – "This proposal is strongly endorsed by the HEI sector"

IPDA Cymru – "We welcome the significant inclusion of HE awards within the professional framework structure. This provides a major opportunity for all providers, and for HE institutions in particular, to work towards further coherence of provision and recognition"

### Other professional development and its scope for accreditation

96. One of the major advantages of these national arrangements is that each of the national programmes will give teachers extensive opportunities to use their informal professional development as evidence towards certain academic qualifications. This will be particularly applicable in the case of the new Chartered Teacher programme. Further details are provided in Part B of this advice.
97. However, this would not prevent teachers approaching HE institutions directly to seek 'credit' for other professional development they have undertaken.

98. Relevant comments from respondents to the Council's consultation included:

NEWI – “We support the Council's view that accreditation either by APL, APEL or through taught programmes of study be linked to professional milestones”.

Director of Education from a Welsh LEA – “an investigation into tying in Early Professional Development with Graduate Certificate or Diploma recognition would be worthy of further consideration, given that there is already a funding stream for EPD”.

#### *Recommendations:*

##### **The Council recommends that:**

- the national arrangements proposed in Chapter 6 be formalised so as to offer sufficient opportunities for teachers to gain accreditation for their professional development;
- the Council works in collaboration with the HE sector in Wales to develop a joint strategy which:
  - embraces the accreditation proposals made;
  - enables and encourages teachers to use their professional development to seek such accreditation.

Work in developing such a strategy would commence in early 2007;

- should the proposed national arrangements be accepted by the Assembly, then the Council be invited to keep these under continuous review and recommend refinements or additions over time.

## **PART B**

# **The national programme of Professional Development for the milestone of Chartered Teacher**

## PART B

# The national programme of professional development for the milestone of Chartered Teacher

99. In its July 2005 advice to the Assembly, the Council recommended the establishment of national structured programmes of professional development for the two new milestones of Chartered Teacher and Middle Leader. These recommendations are summarised below.

### GTCW Recommendations to the Welsh Assembly Government, July 2005

#### National programmes of structured professional development for Chartered Teacher and Middle Leader

- national programmes of structured professional development should be established:
  - to assist teachers in developing their classroom practice;
  - for middle leaders.
- the programmes should have the following key characteristics:
  - be developed by the Council, working with its partners, but delivered locally by approved providers, such as higher education institutions, LEAs and others;
  - be optional rather than mandatory;
  - be capable of being achieved through the completion of modules and/or through the use of APL or APEL;
  - have no connection to pay and be open to all teachers, post-Induction who aspire to it;
  - draw on the experiences of the teaching profession in Scotland and other professions with similar programmes;
  - to reflect the fact that many teachers, particularly those in the primary sector, have both middle leadership and classroom responsibilities, the Chartered Teacher and Middle Leader professional development programmes should be structured in such a way as to facilitate a 'mix and match approach';
- successful completion of the programmes should carry professional recognition through the award of 'Chartered Teacher Status' by GTCW. However, further consideration should be given as to how the Middle Leader specialism might be best denoted;
- subject to further investigation of the detail, timescales and costs of the programme under Strand 2 of the Framework the Assembly indicates its support for a national programme of structured professional development for classroom teachers, leading to professional recognition.

100. Consistent with the Council's intentions set out in Chapter 1 to recommend a single milestone for Chartered Teacher only, the Council similarly recommends a single national programme that is for the milestone of Chartered Teacher. However, in making this recommendation, it is important that the programme will need to be applicable to both classroom practice and middle leadership.
101. The Minister supported the Council's recommendation of July 2005 for a Chartered Teacher Programme, subject to seeing more detailed proposals for the programme.
102. In responding to this request, this section of the advice, makes recommendations for the broad shape of the programme, dealing specifically with the following matters:
- the purpose of the Chartered Teacher programme;
  - the relationship to the professional standards for Chartered Teacher;
  - possible routes to achieving the standards/completing the programme;
  - eligibility to commence the Chartered Teacher programme;
  - the providers of the programme and accreditation of programme and its providers;
  - timescales for introducing the programme, including piloting of Chartered Teacher;
  - funding for the programme.
103. In setting out advice on the Chartered Teacher programme, the Council would like to emphasise that its consultation on Strand 2 generated an enormous amount of interest and comment on the possible introduction of a Chartered Teacher Programme in Wales.
104. As well as the many positive views expressed by organisations such as teacher unions, ITET institutions and LEAs through the written consultation exercise, the Council also received a large volume of support from teacher attendees at four seminar sessions it held in March and April 2006. By targeting each of the seminars at a different group of teachers (experienced teachers, Heads/Deputies/Assistant Heads, teachers in their first three years since QTS), the Council was able to gather a very broad cross-section of views.
105. Further details of the responses received are covered throughout Part B of this advice.

## Chapter 7

# Composition of the programme

### Purpose of the national programme

106. The anticipated purpose and benefits of the programme of professional development for Chartered Teacher are described below. In setting out these benefits, it is important that the professional development needs of both the classroom teacher and the middle leader are catered for.

#### Generic benefits

- to bring consistency and coherence to professional development for teachers;
- to offer equality of opportunity to teachers in accessing professional development;
- to provide consistency with the milestones of QTS, Induction and Headship, by offering teachers the opportunity to follow nationally organised and recognised programmes of professional development;
- to ensure that teachers completing such programmes are professionally recognised both inside and outside the profession, by offering 'Chartered Status';
- to help to set high standards, which build on teachers' proven achievements and abilities;

#### For the classroom teacher

- to enable teachers to choose a route that will allow them to stay in the classroom rather

than follow a leadership pathway, and at the same time, one which structured professional development and professional study;

- to enable individual teachers and the profession as a whole to show a commitment to excellence in the classroom and an eagerness to promote learning in the development of all forms of professional action;
- to enable teachers to enhance their practical classroom skills and develop their own role as classroom practitioners. And, to provide further knowledge and skills which will enable them to provide expertise and support to colleagues in matters of classroom practice;
- to raise the status and public recognition of teachers who choose to stay in the classroom;
- to give the variety of INSET courses and professional development provided by LEAs, HEIs and other providers a greater focus around such a national programme and thus encourage collaboration;

#### For the Middle Leader

- to recognise that there is a broad range of responsibilities at the middle leader level and to provide coherent professional development opportunities for teachers;
- to enable teachers to enhance their middle leadership skills and develop their own roles as middle leaders.

- to provide teachers with further knowledge and skills which will enable them to share expertise and provide mentoring support to colleagues;
- to raise the status and public recognition of teachers at middle leader level;
- to draw together and make consistent in their structure, the existing arrangements, including School Leadership Module (SLM) programmes, Middle Leader Level programmes, in-service training and advisory support for middle leaders.

### Professional standards

107. The Council's advice to the Minister on Strand 1 of the Framework recommended that:

- a new professional milestone for Chartered Teacher be developed with related professional standards;
- the standards for the new milestone of Chartered Teacher should be developed under a common set of headings (as well as redeveloping the existing standards for QTS, Induction and Headship under these headings).

108. It is recommended that similar to the existing milestones of QTS, Induction and Headship, the national programme should be designed to address the professional standards for the new milestone. Hence, by undertaking and successfully completing the national programme for Chartered Teacher, a teacher will in effect demonstrate that he/she meets the professional standards for that particular milestone.

109. The Council has established a Task and Finish Group made up of experienced classroom teachers and middle leaders to develop a set of draft standards for Chartered Teacher. Consistent with paragraph 216 of its July 2005 advice to the Minister, the standards will seek to demonstrate the high expectations and indications of excellence of teachers at these levels.

110. The Council intends to consult upon the draft standards in Autumn 2006, with a view to finalising them by December 2006. The views of the HE sector will be essential so as to ensure that the standards are pitched in such a way as to enable accreditation at the appropriate CQFW levels suggested in Chapter 6.

### The views of the profession

111. The Council's consultation confirmed a strong level of support for the introduction of a national programme of professional development for the very large group of teachers in the middle of their careers, who aspire to classroom excellence or have middle leadership responsibilities. Respondents were clear that high quality, accredited professional development for such teachers was currently lacking and was much needed. Interestingly a number of respondents at Deputy/Assistant Head level who did not wish to become headteachers were also very supportive of the Council's proposals and felt that such a Programme would also offer valuable professional development opportunities for themselves where it was currently lacking.

112. Respondents considered that it was essential that the programme be underpinned by professional standards, and in developing the standards, regard should be made to their relationship to existing

standards such as those for Threshold, Advanced Skills Teacher and Excellent Teacher.

I 13. In supporting Chartered Teacher, teacher respondents were also clear that it should be as practical as possible and require teachers to demonstrate themselves as 'reflective practitioners', rather than being overly academic or theoretical.

I 14. While supporting the introduction of Chartered Teacher, some respondents did, however, feel that the Council needed to be cautious that a two-tier system did not develop over time, that is teachers who held Chartered Status and teachers who did not. The Council has considered this point, but believes the standards for Chartered Teacher Status should be stretching and ones to which the very best classroom teachers and middle leaders should aspire. As such, the number of teachers with Chartered Teacher Status in any school is likely to be relatively small.

I 15. A small number of respondents also queried whether in time Chartered Teacher Status might become a pre-requisite for those seeking to commence the NPQH and become headteachers. In this regard, the Council would advise the Minister that at the present time it is not recommending this, but could be reconsidered in the long term in light of experience.

## Routes

I 16. The Council recommended in July 2005 that a national programme of professional development for the milestone of Chartered Teacher might provide two routes to meeting the respective professional standards:

- a programme or taught route;
- an accreditation route.

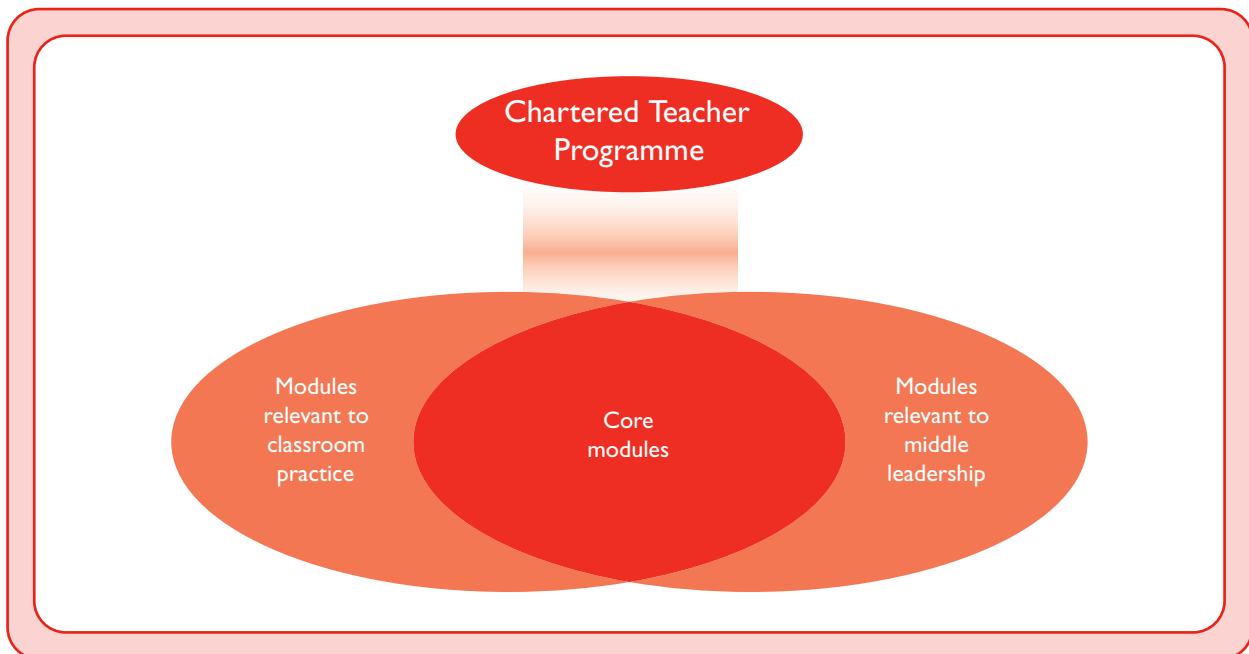
I 17. This recommendation reflected arrangements in place in Scotland in respect of its Chartered Teacher programme (see Annex C for a diagrammatic illustration of the Chartered Teacher programme in Scotland).

I 18. The principle of having two routes to Chartered Teacher received a high level of support in the Council's recent consultation with the profession on Strand 2 of the Framework, with respondents welcoming the flexibility this would offer teachers, given their differing personal and professional circumstances.

### A Programme route

I 19. It is not intended to enter into the full detail of what a programme route might involve at this stage. However, the Council advises that such a route should have the following definitive characteristics:

- be relevant to classroom teachers, middle leaders and those who perform both roles. As such, it is thought that the programme will have a common set of core modules, with further modules targeted specifically at classroom practice or middle leadership. This will provide sufficient flexibility for teachers to tailor the programme to their own professional development needs and career aspirations;
- be relevant to teachers' daily work and practice, with a strong emphasis on analysis, reflection and improving practice;



- offer a combination of delivery mechanisms, including for example:
  - taught programmes;
  - self-study;
  - face-to-face training;
  - workshop sessions;
  - classroom observation;
  - a residential experience;
  - distance and web-based learning.
- seek to take account of and draw from existing programmes, such as NPQH, the School Leadership Modules, middle level leadership training and the Chartered Teacher Programme in Scotland;
- have opportunities for teachers to gain credit for prior learning, through Accredited Prior Learning (APL) or Accredited Prior Experiential Learning (APEL), by drawing on their existing teaching practice and professional development. In Scotland, teachers may gain credit for up to 6 modules of a taught programme through APL or APEL;
- enable teachers to undertake a small number of modules if they so choose. This would have the advantage of enabling teachers to undertake nationally-recognised and accredited CPD, without the need to complete the entire Chartered Teacher Programme. The credit gained could then be 'banked' for the future or used to seek some form of academic accreditation;
- require providers of the programmes to design the programmes, based on:
  - the professional standards for the milestones of Chartered Teacher;
  - guidance developed by the Council.

### *An accreditation route*

120. The Council recommends that there be an opportunity for very experienced teachers to submit evidence (through APL or APEL) which demonstrates that they have already achieved the professional standards for Chartered Teacher.

121. As illustration of how such an arrangement might operate in Wales, comparisons may be made against existing arrangements in Scotland. As indicated in the diagram at Annex C, very experienced teachers prepare and submit a portfolio of evidence and a reflective report which seeks to demonstrate that they meet the standards for Chartered Teacher (the accreditation route).

122. In developing their case, a teacher is supported by a mentor, assigned to them by GTCS. Following their submission, the portfolio and reflective report is evaluated by an independent national panel of assessors, approved by GTCS in order to determine whether the standards for Chartered Teacher have been met or not.

### **The views of the profession**

123. Respondents to the Council's consultation supported the two proposed routes to meeting the standards for Chartered Teacher and also welcomed the 'mix and match' option, whereby a teacher could seek credit towards a number of modules on a taught programme.

124. The option for a teacher to choose to complete a small number of modules for professional development purposes rather than a full Chartered Teacher programme was also well supported.

125. One issue which generated debate amongst consultees was the route which might be most appropriate for a teacher and whether or not one route would become more popular than another. In this regard, the Council draws attention to a number of relevant factors:

- while not wishing to pre-empt the work of the Task and Finish Group developing the standards for Chartered Teacher, the Council considers that the standards should be stretching. As such, the accreditation route to Chartered Teacher will only be for very experienced classroom teachers and middle leaders who already meet these 'demanding' standards;
- some classroom teachers and middle leaders will be attracted to the formal professional development offered by a taught programme, either all or in part, particularly those teachers with less experience post-Induction and EPD;
- the 'mix and match' approach, whereby teachers might seek credit, through APL or APEL will offer added flexibility to teachers and help teachers to tailor Chartered Teacher to their own experience and personal circumstances;
- the Council would publish guidance to assist teachers in deciding which route they might follow.

**Recommendations:****The Council recommends that:**

- there should be two routes to meeting the professional standards for Chartered Teacher – a programme (taught) route and an accreditation route. However, teachers following a taught route would also be able to seek credit through APL/APEL towards one or more modules;
- teachers may choose to undertake a small number of modules only and take advantage of the professional development this brings, but not seek to complete the whole programme and be assessed against the standards for Chartered Teacher;
- it would be for individual teachers to decide which route to Chartered Teacher they might follow, depending on their own experience, professional development needs and personal circumstances. However, as a general rule, the accreditation route would be for those teachers with a significant amount of classroom and/or middle leadership experience.

**Duration of the national programme**

126. There is merit in developing the programme in such a way that teachers who wish to complete it do so at their own pace.

127. The duration of other professional development programmes are as follows:

- the Chartered Teacher programme in Scotland has to date been completed on average in two years by teachers pursuing the programme route together with claims for APL of up to six modules. Without any APL in place of modules, it might be expected to take longer. Alternatively, teachers pursuing the accreditation route have completed the programme in one year;
- NPQH takes a minimum of twelve months and a maximum of 20 months to complete;
- some Middle Level Leadership programmes, such as those run by Cardiff LEA in

conjunction with Swansea Institute have a two-year duration, with six accredited modules being delivered on a termly basis. In addition, school based inter-sessional tasks and a final accredited task need to be completed. To achieve a Graduate Diploma in Professional Development on completion, a teacher may present their professional development portfolio for accreditation.

128. The Council recommends that the national programme for the milestone of Chartered Teacher would normally be completed in a minimum of:

- two years for the taught programme, and;
- one year for through the accreditation route.

129. However, consistent with the views of respondents to the Council's consultation, this would vary depending on the individual teacher.

## Eligibility

I30. In order to be eligible for the national programme, the Council recommends that a teacher would need to meet the following criteria:

- hold QTS;
- be registered with GTCW;
- have met the Induction standard and completed two years of EPD and two further years of teaching, or where a teacher is exempt from the requirement to meet the Induction standard, have a minimum of five years' teaching experience, post-QTS. However, where a teacher has significant previous experience outside the teaching profession, it might be appropriate to commence the programme immediately after EPD. Suitable provisions would be made within this eligibility criterion for persons who teach part-time or have breaks in their service.

I31. Some respondents to the Council's consultation asked whether or not it would be necessary to spend a large proportion of time away from school in order to complete Chartered Teacher. If so, it was felt that despite a teacher being eligible to embark on Chartered Teacher, some headteachers might be reluctant to release them, particularly in smaller schools.

I32. In response to this concern, the Council re-emphasises its earlier comment in this chapter that it sees a position where there will be a range of ways in which a taught programme might be delivered, including taught programmes, self-study, face-to-face training, workshop sessions and a residential experience. Also, it is expected that programmes would be available through the Open University or on-line. In Scotland, Chartered Teacher is completed outside of the school day.

I33. A flexible approach of this nature would negate the need for teachers to spend extended periods away from the classroom, particularly where credit was being sought towards a number of modules of a taught programme through APL or APEL.

### *Recommendations:*

#### **The Council recommends that:**

- teachers should be able to demonstrate that they meet the standards for Chartered Teacher at their own pace. However, normally teachers might take a minimum of two years to complete a taught programme or twelve months to prepare and present a professional development portfolio for accreditation;
- to be eligible for the Programme, the following criteria would apply:
  - hold QTS;
  - be registered with GTCW;
  - have met the Induction standard and completed two years of EPD and two further years of teaching, or where a teacher is exempt from the requirement to meet the Induction standard, have a minimum of five years' teaching experience, post-QTS. However, where a teacher has significant previous experience outside the teaching profession, it might be appropriate to commence the programme immediately after EPD. Suitable provisions would be made within this eligibility criterion for persons who teach part-time or have breaks in their service.

## Chapter 8

# Providers of the Chartered Teacher Programme and their accreditation

I 34. The Council recommended in July 2005 that the national programme of structured professional development for the milestone of Chartered Teacher should “be developed by the Council, working with its partners, but delivered locally by approved providers, such as higher education institutions, LEAs and others”.

I 35. Currently in Wales, the following arrangements are in place:

- programmes of initial teacher education and training at institutions accredited by HEFCW;
- other routes to QTS, such as the Graduate Teacher Programme are administered by the Assembly;
- the NPQH is operated by CELT via the NPQH Centre based at Cardiff University. This is under contract to the Assembly;
- school leadership modules and middle level leader training is delivered by higher education institutions and LEAs.

I 36. In Scotland, the following arrangements apply to the Chartered Teacher programme:

- Programme (modular) route. The programme (modular) route of the Chartered Teacher programme is delivered by nine accredited providers on the National Register of CPD Providers, namely eight Scottish Universities plus City & Guilds / Rocket Learning. However, all providers are required to demonstrate that

their programmes involve collaboration, particularly with Local Authority partners;

- Accreditation route. The APL route is divided into two phases, the advisory and assessment phases. Each teacher is assigned an adviser who provides advice and guidance to the teacher in preparing their APL submission against the Chartered Teacher standards. The submission must include a reflective report and a portfolio of evidence that demonstrates that the standards are been met. Once an APL claim has been submitted to GTCS, two assessors from a national panel approved and trained by GTCS independently consider the submission and evidence. The assessors recommend whether or not the criteria to be awarded the professional status of Chartered Teacher have been met. All recommendations are further moderated by a national assessment panel.

I 37. The Council recommends the following:

### Programme route

I 38. The Council recommends that it does not specify who the providers of the Chartered Teacher Programme should be. Instead, having developed the professional standards for the milestones of Chartered Teacher, it will be for potential providers to design programmes and seek their accreditation by the Council.

139. However, in making this recommendation, the Council would want to ensure that:

- the content of providers' programmes is applicable to experienced classroom teachers, middle leaders and those with more specific professional development requirements such as teachers who teach pupils with additional learning needs or Deputy/Assistant Heads who do not aspire to Headship;
- providers' programmes are available and accessible by teachers throughout Wales;
- HEIs, LEAs and others work in partnership in designing and delivering programmes;
- there are a wide range of delivery methods, including distance learning and web-based learning;

140. The Council, as the owner of the new milestone, would expect to hold a number of specific responsibilities in respect of the accreditation of the Chartered Teacher Programme and its providers. These would include:

- developing the professional standards for the milestone of Chartered Teacher;
- providing guidance for potential providers in designing programmes for accreditation by GTCW;
- approving the providers who will deliver the programmes, having first established criteria for approval and quality assurance.

141. There was strong support from respondents to the Council's consultation for the Council's proposals for the providers of the programme (taught) route. In particular, the following observations are of note:

- the role of GTCW in accrediting a professional programme and its providers was considered wholly appropriate for a professional body and consistent with a similar role played by bodies in other professions and in teaching in other countries;
- the Minister's response to the Furlong review of Initial Teacher Education and Training in Wales advocates a wider role for ITET institutions in the future in respect of teachers' professional development. The Council's recommendations for Chartered Teacher fit well with these intentions;
- HEIs and LEAs have expressed a great deal of interest in working together as potential providers of Chartered Teacher programmes. Positive support has been gauged through meetings of all ITET institutions, ADEW and through individual written responses to the Council's consultation. The Council also understands that a number of HEIs and LEAs have commenced informal discussions into developing partnerships to deliver Chartered Teacher and are keen to pilot programmes/modules. This is very positive and will help to build on existing arrangements in respect of school leadership modules and middle level leader training in some parts of Wales;
- individual respondents to the Council, notably those involved in the Council's seminar groups, expressed an eagerness for Chartered Teacher Programmes to be available throughout Wales, avoiding some of the issues with existing school leadership modules and middle level leader training, which is more readily available in some parts of Wales than others. Also, respondents expressed a wish to see the

availability of distance-learning CPD through providers such as the Open University and the web;

- one HEI respondent to the consultation suggested that GTCW might seek to take the opportunity to establish an “all-Wales collaborative approach”, whereby Chartered Teacher modules might be developed collaboratively and then used by a number of providers. Such modules would be developed by an all Wales group with representation from all LEA consortia and HEIs. It was felt that this would have the advantage of being validated from the outset at the same credit rating, by all providers.

### Accreditation route

I42. The Council recommends that it should establish and oversee arrangements which would enable teachers to make claims for APL or APEL in demonstrating that they meet the professional standards for the milestone of Chartered Teacher:

I43. Such responsibilities will include:

- designing guidance to assist experienced teachers in developing their portfolios of evidence for presentation against the standards for Chartered Teacher;
- managing the assessment of claims for the APL and APEL for experienced teachers who can demonstrate that they have achieved the relevant Standard;
- appointing approved assessors who would consider submissions for APL or APEL.

I44. While the Council does not wish to enter into the detail of what the APL/APEL claim might be at this stage, the Council foresees that, as in Scotland, teachers following the accreditation route would as a minimum need to prepare:

- a portfolio of evidence which demonstrated that they meet the standards for Chartered Teacher;
- a report reflecting on their teaching experience and professional development.

I45. There was strong support from respondents to the Council's consultation for the Council's proposals. In particular, the following observations are of note:

- similar to the comments in respect of the Programme route, the role of GTCW establishing and overseeing arrangements in accrediting a professional programme and its providers was considered wholly appropriate for a professional body and consistent with a similar role played by similar bodies in other professions and in teaching in other countries;
- a number of respondents chose to express a view as to who might act as an assessor. While, the Council would not wish to be prescriptive, persons who would offer the sort of knowledge and skills required might include persons:
  - with extensive teaching/middle leadership experience;
  - from HEIs;
  - from LEA advisory teams;
  - in due course, who have attained Chartered Teacher Status themselves.

*Recommendations:*

The Council recommends that:

- Programme (taught) route to Chartered Teacher - it does not specify who the providers of Chartered Teacher should be. Instead, having developed the professional standards for the milestones of Chartered Teacher; it would be for potential providers to develop programmes and seek their accreditation by the Council;
- as the owner of the new milestone, the Council would expect to hold a number of specific responsibilities in respect of the accreditation of the Chartered Teacher Programme and its providers, including:
  - developing the professional standards for the milestone of Chartered Teacher;
  - designing guidance on the national programme and their possible structure;
  - approving the providers who will deliver the programmes, having first established criteria for approval and quality assurance.
- Accreditation route to Chartered Teacher – it should establish and oversee arrangements which would enable teachers to make claims for APL or APEL in demonstrating that they meet the professional standards for the milestone of Chartered Teacher, including:
  - designing guidance to assist experienced teachers in developing their portfolios of evidence for presentation against the standards for Chartered Teacher;
  - managing the assessment of claims for the APL and APEL for experienced teachers who can demonstrate that they have achieved the relevant Standard;
  - appointing approved assessors who would consider submissions for APL or APEL.

## Chapter 9

### Implementation issues

I 46. Subject to the support of the Minister, the Council recommends that it works to the indicative timetable set out below in implementing the Chartered Teacher Programme in Wales.

I 47. In proposing this schedule, the Council advises that it has revised its original proposed commencement date of September 2008 for the Chartered Teacher Programme following comments by respondents to its consultation. In particular, it was considered that

adequate time was needed to evaluate the outcomes of the pilots of both the programme (taught) and accreditation routes to Chartered Teacher:

I 48. Subject to this revision, the implementation timetable and the actions therein was considered comprehensive and achievable by respondents to the consultation.

#### General

| Action  | Timescale                    |
|---|------------------------------|
| Development of draft standards for Chartered Teacher  | April 2006 – September 2006  |
| Consultation on the standards for Chartered Teacher   | September – December 2006    |
| Finalise and publish standards for Chartered Teacher  | December 2006 – January 2007 |
| Informal approach to Privy Council setting out the Council's case to be a Chartered body to award Chartered Teacher Status  | September 2006               |
| Formal submission to Privy Council by GTCW to become a chartered body to award Chartered Teacher Status, including the sharing of drafts with Privy Council officials | March 2007 – March 2008      |
| Confirmation of GTCW as a Chartered Body to award Chartered Teacher Status  | March 2008                   |

#### Programme (taught) route

| Action   | Timescale                     |
|--|-------------------------------|
| Formal discussions/seminars with potential providers             | September – November 2006     |
| Development of pilot modules by providers and submission to GTCW | November 2006 – February 2007 |
| Confirmation of pilot providers and modules                      | April 2007                    |
| Invitations to teachers to assist in the pilot                   | April – June 2007             |
| Run pilots   | September 2007 – August 2009  |

### Programme (taught) route cont.

| Action   | Timescale                 |
|--|---------------------------|
| Evaluation of pilots   | March 2008 – June 2009    |
| Development of guidance material for providers of Chartered Teacher by GTCW                | April 2008                |
| Submission of proposed Chartered Teacher programmes by providers to GTCW for accreditation | August 2008               |
| Accreditation of first Chartered Teacher programmes by GTCW                                | September – December 2008 |
| Marketing of first Chartered Teacher programmes by providers and GTCW                      | January – August 2008     |
| Commencement of first Chartered Teacher programmes   | September 2009            |

### Accreditation route

| Action   | Timescale                    |
|--|------------------------------|
| Formal discussions/seminars with potential assessors in respect of APL / APEL route to Chartered Teacher | September – December 2006    |
| Application process for appointment of assessors for pilot projects                                      | February – March 2007        |
| Appointment of assessors for the pilot project   | April 2007                   |
| Invitations to teachers to assist in the pilot project   | April – June 2007            |
| Run pilots   | September 2007 – August 2009 |
| Evaluation of pilots   | March 2008 – June 2009       |
| Application and appointment process for assessors for accreditation route to Chartered Teacher           | December 2008 – March 2009   |
| Training of assessors for accreditation route to Chartered Teacher                                       | March – August 2009          |
| Development of guidance for experienced teachers seeking APL/APEL to become a Chartered Teacher          | April 2009                   |
| Marketing of commencement of accreditation route to Chartered Teacher programmes by GTCW                 | January – August 2009        |
| Commencement of accreditation route to Chartered Teacher   | September 2009               |

***Recommendations:*****The Council recommends that:**

- the piloting of both the Programme (taught) and accreditation routes to Chartered Teacher should commence in September 2007;
- the first Chartered Teacher programmes and the preparation of claims for APL/APEL by experienced teachers should commence in September 2009.

## Chapter 10

# Funding and costs of the Chartered Teacher Programme

### Funding of the Chartered Teacher Programme

149. In its July 2005 advice to the Minister, the Council explained that most other professional development linked to existing professional milestones is centrally funded from the Assembly. For example, statutory Induction and NPQH. Alternatively, teachers pursuing the Chartered Teacher programme in Scotland are required to fund the programme themselves; however, the award of Chartered Teacher Status in Scotland comes with an additional pay point under teachers' pay, terms and conditions.

150. The Council re-iterates its July 2005 advice by strongly recommending that the Assembly establish national arrangements such that teachers would receive full funding to complete the Chartered Teacher programme. The Assembly's endorsement of such a proposal would demonstrate its commitment to the professional development of all teachers, particularly those who wish to remain in the classroom or are at middle leadership level and whose professional development needs have not been provided for at national level in the past.

151. In making this recommendation, the Council would also like to emphasise that it is anticipated that a level of Assembly and LEA funding for professional development will be freed up in the future as the recommendations of the Furlong Review of Initial Teacher Education and Training are implemented.

Also, as advised in July 2005, introduction of Chartered Teacher would result in the existing School Leadership Modules and Middle Leader programmes being subsumed into it.

152. However, in funding Chartered Teacher, there should be no funding barriers to teachers who meet the eligibility criteria for Chartered Teacher from commencing the programme.

153. Respondents to the Council's consultation firmly supported the proposal that Chartered Teacher should be centrally funded by the Assembly. This could be administered through an additional funding stream of the GTCW CPD funding programme, through another central funding body or by the Assembly itself.

### Costs of delivering the Chartered Teacher Programme – the Pilot Study

154. As described in Chapter 9, the Council would propose to run pilots for both routes to Chartered teacher over a two year period, commencing in September 2007. The Council would meet some of the costs of the pilot project itself, but would hope for a contribution to the costs from the Welsh Assembly Government.

155. Indicative costs to GTCW and the Assembly are as follows:

**Programme route**

|   |                                   |
|---|-----------------------------------|
| 6 pilot modules by different providers            | £120,000 (£20,000 per pilot site) |
| 10 teachers per pilot - Supply costs and expenses | £60,000                           |

**Accreditation route**

|  |         |
|--|---------|
| Appointment and work of 3 Assessors    | £20,000 |
| 5 teachers – Supply costs and expenses | £10,000 |

**Generic costs**

|                                   |            |
|-----------------------------------|------------|
| Evaluation of the pilot           | £50,000    |
| Administration and staffing costs | See below* |

156. It is hoped that the Welsh Assembly Government would meet the pilot costs of the programme (taught) route as set out above. These particular costs would be spread across the 2007-08 and 2008-09 financial years.

**Costs of delivering the Chartered Teacher Programme**

157. In recommending that the Assembly centrally funds the Chartered Teacher Programme for teachers, the Council advises that this could be delivered through funding of less than £2 million per year from the Assembly.

158. Estimated costs are calculated as follows:

**Programme route**

159. The Council estimates the cost of a single module of Chartered Teacher at £600 per module, based on a similar cost in Scotland. Typically, teachers in Scotland complete on average two taught modules per year and also seek accreditation through APL/APEL for further modules.(up to a maximum of 6) per year. The Council estimates the cost of presenting APL/APEL at £300 per module.

160. Taking an average of a teacher completing two taught modules and seeking APL/APEL for one module per year, the cost of Chartered Teacher in Wales would be £1500 per year for four years. The Council estimates that approximately 250 teachers would enrol on Chartered Teacher programmes per year and complete the programme at the average pace indicated.

|                   | 2009-10         | 2010-11         | 2011-12           | 2012-13           |
|-------------------|-----------------|-----------------|-------------------|-------------------|
| <b>Commencing</b> |                 |                 |                   |                   |
| 2009-10           | £375,000        | £375,000        | £375,000          | £375,000          |
| 2010-11           |                 | £375,000        | £375,000          | £375,000          |
| 2011-12           |                 |                 | £375,000          | £375,000          |
| 2012-13           |                 |                 |                   | £375,000          |
| <b>Total</b>      | <b>£375,000</b> | <b>£750,000</b> | <b>£1,125,000</b> | <b>£1,500,000</b> |

161. On this basis, the Council estimates that the funding required by the Assembly for a typical year would be in the region of £1.5 million, with 1,000 teachers involved at some stage of Chartered Teacher at any one time. In developing this estimate, the Council would wish to highlight the following assumptions:

- (a) the table above shows that the cost for the first 3 years would be lower as the programme moved to a 'typical' year;

- (b) a balance would need to be struck in the early years of the programme between allowing providers to increase programme numbers gradually and not disappointing teachers who wished to embark on the programme. As such, the Council advises the Minister that the funding set aside in years one to three could be set at £1.5 million immediately should providers be able to accommodate larger numbers;
- (c) no costs have been assigned for supply cover or teachers expenses. This mirrors the Scottish model where modules do not involve release from school. However, should the Assembly wish to tailor this, then the funding provided by the Assembly would need to increase;
- (d) The estimate of no more than 250 teachers enrolling on a programme route annually, with a maximum of 1,000 teachers in the system at any one time would seem reasonable given the current profile of teachers on the Register of Qualified Teachers.

### Accreditation route

162. The Council estimates the cost of a teacher preparing and submitting a portfolio of evidence (including a reflective report) for assessment against the standards for Chartered Teacher as £1,500 per teacher. This is based on the current of £1,200 in Scotland, which is expected to rise in the future.

163. Based on 150 teachers presenting submissions each year, the Council advises that the funding required annually would be £225,000. This funding would be used to meet the cost of assessors and the administrative costs of GTCW in overseeing this route.

### Costs to GTCW

164. The Council advises that Chartered Teacher is a professional (non-mandatory) milestone. Administering a national programme of professional development for Chartered Teacher would be 'core work' for the Council as a professional body and as such, the Council would expect to absorb certain costs itself.

165. The Council is clear from the experiences of GTCS that a small team of staff will need to be recruited to oversee the implementation, piloting and long-term administration of the Chartered Teacher programme. Indicative costs for this work are summarised below. These costs would be incurred incrementally from September 2007.

#### Programme route

|   |         |
|---|---------|
| Publication of guidance material for teachers and providers | £20,000 |
|---|---------|

#### Accreditation route

|   |         |
|---|---------|
| Recruitment of Assessors                                    | £10,000 |
| Training of Assessors                                       | £20,000 |
| Publication of guidance material for teachers and assessors | £20,000 |

#### Generic costs

|  |           |
|--|-----------|
| Administration and staffing costs (annual)                                     | £120,000* |
| Development of I.T. systems to support the administration of Chartered Teacher | £30,000   |

\* The Council will recruit a team to administer the Chartered Teacher Programme incrementally during the pilot and implementation phases.

***Recommendations:*****The Council recommends that:**

- the Assembly should establish national funding arrangements for teachers seeking to complete the national programme of professional development for Chartered Teacher;
- funding should be of a sufficient level so that there are no barriers to commencing the programme for teachers who meet the Council's eligibility criteria;
- funding of up to £2 million per year would be required from the Assembly to enable teachers who wished to follow either the programme (taught) route or the accreditation route to Chartered Teacher to do so.

# Annex

# Annex A

## Definition of key terms

This Annex sets out definitions of key terms which the Council will use in Strand 2: professional development, recognition and accreditation.

In developing the definitions, the Council has drawn heavily on definitions specified in the Credit and Qualifications Framework for Wales, developed by HEFCW, ELWa and ACCAC in 2004.

| <b>Term</b>                                      | <b>Proposed definition / description</b>   | <b>Notes relevant to the Professional Development Framework</b>  |
|--|--|--|
| Professional development                         | Professional Development encompasses all formal and informal learning which enables teachers to improve their own practice.  | This definition was proposed by the Council in its 2002 advice to the Assembly, <i>CPD: An Entitlement for All</i> .<br><br>Paragraphs 17 - 19 of this document offer examples to include the breadth of teachers' professional development.   |
| National programme (of professional development) | A coherent grouping of learning activities (for example, units, courses, modules or other components) that has an overall aim and rationale.   | National standards for teachers in Wales currently exist for the professional milestones of Qualified Teacher Status, Induction and Headship.  |
| Professional recognition                         | Where a teacher meets the professional standards for one of the four professional milestones within the Framework, a teacher will be professionally recognised for this.   | The Professional recognition a teacher is awarded on meeting the professional standards for each milestone is currently: <ul style="list-style-type: none"> <li>• Qualified Teacher Status – QTS</li> <li>• Statutory Induction – Induction</li> <li>• Headship &amp; Senior Leader - NPQH</li> </ul> <p>The Council makes proposals for the professional recognition which might be awarded to teachers who meet the professional standards for the new milestone of Chartered Teacher in Chapter 5 of this document.</p> |
| Accreditation                                    | Where a teacher meets the professional standards for one of the four professional milestones in the Framework, he/she <b>may</b> be assessed against the award criteria for a particular academic qualification or seek to be awarded credit for this. | Chapter 6 offers a guide and makes proposals as to what qualifications and credit may be considered appropriate for each professional milestone within the Framework.  |

| <b>Term</b>                                   | <b>Proposed definition / description</b>   | <b>Notes relevant to the Professional Development Framework</b>   |
|---|--|---|
| Credit  | Credit is an award made to a teacher in recognition of the achievement of designated learning outcomes at a specified credit level. The amount of credit attributed is based upon an estimation of the learning time, which it would take the average learner to achieve the learning outcome specified. | Credit provides a currency which can relate to professional, academic or vocational ('on the job') learning of a teacher. It should be defined both in terms of the learning achievement (level) and the volume of learning undertaken (learning time).   |
| Credit levels                                 | The credit level is an indicator of the relative demand, complexity, depth of learning and learner autonomy derived from agreed generic level descriptors.   | <p>Consistent with the Credit and Qualifications Framework for Wales, the Professional Development Framework will adopt the Northern Ireland Credit Accumulation and Transfer System (NICATS) hierarchy of levels, which has also been adopted by the Wales, England and Northern Ireland Credit Bodies. The hierarchy embraces all post-compulsory learning and currently, there are 9 levels, including 4 pre-higher education levels, 3 undergraduate levels and 2 postgraduate levels.</p> <p>Further details of the proposed relationships are set out in Chapter 6.</p> |
| Credit and Qualification                      | Credit is an award in its own right and can be accumulated towards qualifications under specified criteria.  | While a programme of learning which is credit-bearing may lead to a qualification, the credit itself is not a qualification, but simply a recognition of achievement. Credit should, therefore, be considered as an award, but not a qualification. The criteria for credit accumulation towards any qualification will be specified by the appropriate awarding body.  |
| Accredited Prior Learning (APL)               | The award of credit for a teacher's relevant learning  | APL is applicable to both professional recognition and accreditation.   |
| Accredited Prior Experiential Learning (APEL) | The award of credit for a teacher's relevant learning  | APEL is applicable to both professional recognition and accreditation.  |

| <b>Term</b>                        | <b>Proposed definition / description</b>   | <b>Notes relevant to the Professional Development Framework</b>   |
|------------------------------------|--|---|
| Module                             | A module is a discrete and coherent block of learning. It may form part of a programme or may stand alone. The module title should be descriptive of the content of delivery, and the assessment methodology must be defined such that the appropriate credit and level can be ascribed. Each module should be separately assessed, with this assessment providing suitable evidence of achievements for the award of credit assigned to any module. |   |
| Learning outcomes                  | What teachers have actually learnt and are able to demonstrate at any particular point. They are a statement of what a teacher can be expected to know, understand and/or do following a particular learning experience.   |   |
| Assessment and assessment criteria | The process of making judgements about the extent to which a teacher's work meets the required learning outcomes and assessment criteria for a module, unit or qualification.  |   |
| Portfolio of evidence              | A collection of evidence and supporting statements prepared by a teacher:  | A Portfolio of evidence may be in paper or electronic form and may include a physical collection of evidence. |

# Annex B

## The Credit and Qualifications Framework for Wales

The information in this Annex is taken from the Credit and Qualifications Framework for Wales.

### The award of credit

There is broad agreement in the Welsh HE sector on the total number of credits required for the award of the main HE qualifications. The following defines the minimum number of credits required to pursue the award of the main qualifications as postgraduate level:

#### Undergraduate

- Certificate 60 credits
- Diploma 240 credits
- Honours Degree 360 credits

#### Postgraduate

- Certificate 60 credits
- Diploma 120 credits
- Masters 180 credits
- Doctorate 540 credits

### NICATS summary generic level descriptors

The level descriptors should be seen as a developmental continuum in which preceding levels are necessarily subsumed within those which follow. Learning accredited at the following levels will reflect the ability to:

**ENTRY LEVEL:** employ recall and demonstrate elementary comprehension in a narrow range of areas, exercise basic skills within highly structured contexts and carry out directed activity under close supervision.

**LEVEL 1:** employ a narrow range of applied knowledge, skills and basic comprehension within a limited range of predictable and structured contexts, including working with others under direct supervision, but with a very limited degree of discretion and judgement about possible action.

**LEVEL 2:** apply knowledge with underpinning comprehension in a number of areas and employ a range of skills within a number of contexts, some of which may be non-routine and undertake directed activities, with a degree of autonomy, within time constraints.

**LEVEL 3:** apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures in familiar and unfamiliar contexts and direct own activities, with some responsibility for the output of others.

**LEVEL 4:** develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information, using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

**LEVEL 5:** generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well-defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

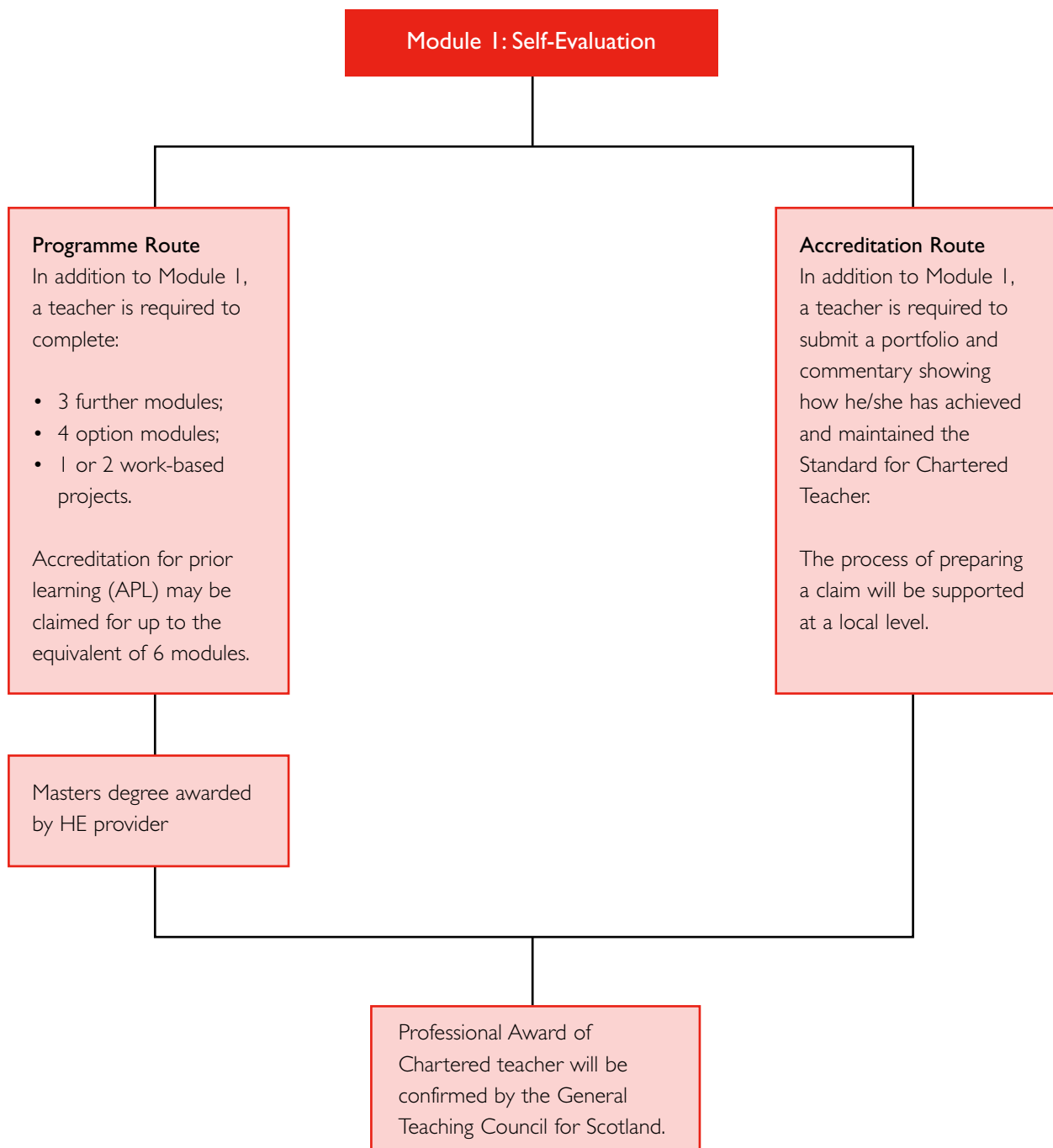
**LEVEL 6:** critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; accept accountability for determining and achieving group and/or personal outcomes.

**LEVEL 7:** display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical and professional activity; accepting accountability for all related decision making including use of supervision.

**LEVEL 8:** make a significant and original contribution to a specialised field of inquiry, demonstrating a command of methodological issues and engaging in critical dialogue with peers; accepting full accountability for outcomes.

# Annex C

## An Illustration – the Chartered Teacher Programme in Scotland



## Annex D

### Indicative timetable for development and consultation on Strands 3 and 4 of the Professional Development Framework 2007-08

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

| <b>Action</b>  | <b>Indicative timescale</b>                |
|--|--|
| Consultation with teachers, unions and others on proposed Framework and Strand 1 specifically<br><br>COMPLETE  | January 2005 – April 2005<br><br>COMPLETE  |
| Following the initial consultation, to develop and present advice to Welsh Assembly Government on the broad structure of the Framework and issues arising out of Strand 1<br><br>COMPLETE                          | July 2005<br><br>COMPLETE                  |
| Consultation with teachers, unions and others on proposed Strand 2 – Professional recognition and accreditation<br><br>COMPLETE  | February 2006 – April 2006<br><br>COMPLETE |
| Following the initial consultation on Strand 2, to develop and present advice to Welsh Assembly Government on Strand 2.<br><br>COMPLETE  | August 2006<br><br>COMPLETE                |
| Consultation with teachers, unions and others on proposed Strand 3 – Recording of professional development activities and self-reflection and proposed Strand 4 - Quality assurance of providers of CPD activities | January 2007 – April 2007                  |
| Following the initial consultation on Strands 3 and 4, to develop and present advice to Welsh Assembly Government on Strands 3 and 4.  | July 2007                                  |

# Annex E

## Summary of recommendations

### Chapter 3

#### Teachers' professional development, recognition and accreditation: Key principles

The Council recommends that:

- the Assembly embraces the key principles established in Chapter 3 in respect of teachers' professional development and its recognition and accreditation.

### PART A

#### Professional development, recognition and accreditation

### Chapter 4

#### Career-long professional development: clarity, consistency and appropriateness

The Council recommends that:

- national programmes and arrangements for teachers' professional development in Wales should be formalised such that:
  - each of the professional milestones in a teacher's career has a national programme of structured professional development linked to it and be underpinned professional standards;
  - subject to meeting certain eligibility criteria, national programmes would be open to all teachers;
  - all of the national programmes would be coherent and offer progression in their content and coverage;

- to reflect the fact that after Induction and Early Professional Development, teachers may choose differing career paths, the professional development programmes for the milestones of Chartered Teacher and Headship & Senior Leader should be optional rather than mandatory;
- existing professional development at middle leader level, notably school leadership modules (SLMs) and middle level leadership training organised by LEAs and higher education institutions would be subsumed by the national programme for the milestone of Chartered Teacher;

- the Assembly and employers give consideration to the professional development needs of the specific groups and areas where the Council's consultation highlighted that gaps might exist, for example:

- teachers working through the medium of Welsh, mentoring and coaching and teaching pupils with additional learning needs;
- teachers who do not work in a 'traditional' school context, such as supply teachers, peripatetic teachers and those in Pupil Referral Units;
- those newly qualified teachers who are unable to secure substantive posts and complete Induction;

The Council is willing to assist the Assembly with such work, if required;

- should the proposed national arrangements be accepted, the Assembly invites the Council to

keep them under continuous review and recommend refinements or additions over time;

- It takes the lead in developing examples and guidance which assist teachers in planning their professional development over and above any national programmes and arrangements. This work would commence following the review of each of the professional standards agreed by the Minister for commencement by January 2008. Account would be taken of similar models developed by some LEAs and schools in Wales, England or further afield.

## Chapter 5 Professional recognition of teachers' professional development

The Council recommends that:

- the national arrangements proposed in Chapter 5 be formalised so as to offer sufficient opportunities for teachers to gain professional recognition for their professional development, namely:
  - QTS;
  - Full registration with GTCW (on meeting the Induction standard);
  - Chartered Teacher Status
  - NPQH.
- the Assembly works to amend primary legislation to redefine 'full registration' in Wales for teachers who have met the Induction standard and 'provisional registration' for teachers who have QTS but have not yet met the Induction standard;

- should the proposed national arrangements be accepted by the Assembly, then the Council be invited to keep these under continuous review and recommend refinements or additions over time.

## Chapter 6 Gaining accreditation for professional development

The Council recommends that:

- the national arrangements proposed in Chapter 6 be formalised so as to offer sufficient opportunities for teachers to gain accreditation for their professional development;
- the Council works in collaboration with the HE sector in Wales to develop a joint strategy which:
  - embraces the accreditation proposals made;
  - enables and encourages teachers to use their professional development to seek such accreditation.

Work in developing such a strategy would commence in early 2007;

- should the proposed national arrangements be accepted by the Assembly, then the Council be invited to keep these under continuous review and recommend refinements or additions over time.

## **PART B**

### **The national programme of professional development for the milestone of Chartered Teacher**

#### **Chapter 7**

##### **Composition of the programme**

The Council recommends that:

- there should be two routes to meeting the professional standards for Chartered Teacher – a programme (taught) route and an accreditation route. However, teachers following a taught route would also be able to seek credit through APL/APEL towards one or more modules;
- teachers may choose to undertake a small number of modules only and take advantage of the professional development this brings, but not seek to complete the whole programme and be assessed against the standards for Chartered Teacher;
- it would be for individual teachers to decide which route to Chartered Teacher they might follow, depending on their own experience, professional development needs and personal circumstances. However, as a general rule, the accreditation route would be for those teachers with a significant amount of classroom and/or middle leadership experience.

The Council recommends that:

- teachers should be able to demonstrate that they meet the standards for Chartered Teacher at their own pace. However, normally teachers might take a minimum of two years to complete a taught programme or twelve

months to prepare and present a professional development portfolio for accreditation;

- to be eligible for the Programme, the following criteria would apply:
  - hold QTS;
  - be registered with GTCW;
  - have met the Induction standard and completed two years of EPD and two further years of teaching, or where a teacher is exempt from the requirement to meet the Induction standard, have a minimum of five years' teaching experience, post QTS. However, where a teacher has significant previous experience outside the teaching profession, it might be appropriate to commence the programme immediately after EPD. Suitable provisions would be made within this eligibility criterion for persons who teach part-time or have breaks in their service.

#### **Chapter 8**

##### **Providers of the Chartered Teacher Programme and their accreditation**

The Council recommends that:

- Programme (taught) route to Chartered Teacher - it does not specify who the providers of Chartered Teacher should be. Instead, having developed the professional standards for the milestones of Chartered Teacher, it would be for potential providers to develop programmes and seek their accreditation by the Council;
- as the owner of the new milestone, the Council would expect to hold a number of

specific responsibilities in respect of the accreditation of the Chartered Teacher Programme and its providers, including:

- o developing the professional standards for the milestone of Chartered Teacher;
- o designing guidance on the national programme and their possible structure;
- o approving the providers who will deliver the programmes, having first established criteria for approval and quality assurance.
- Accreditation route to Chartered Teacher - it should establish and oversee arrangements which would enable teachers to make claims for APL or APEL in demonstrating that they meet the professional standards for the milestone of Chartered Teacher, including:
  - o designing guidance to assist experienced teachers in developing their portfolios of evidence for presentation against the standards for Chartered Teacher;
  - o managing the assessment of claims for the APL and APEL for experienced teachers who can demonstrate that they have achieved the relevant Standard;
  - o appointing approved assessors who would consider submissions for APL or APEL.

## Chapter 9 Implementation issues

The Council recommends that:

- the piloting of both the Programme (taught) and accreditation routes to Chartered Teacher should commence in September 2007;
- the first Chartered Teacher programmes and the preparation of claims for APL/APEL by experienced teachers should commence in September 2009.

## Chapter 10 Funding and costs of the Chartered Teacher Programme

The Council recommends that:

- the Assembly should establish national funding arrangements for teachers seeking to complete the national programme of professional development for Chartered Teacher;
- funding should be of a sufficient level so that there are no barriers to commencing the programme for teachers who meet the Council's eligibility criteria;
- funding of up to £2 million per year would be required from the Assembly to enable teachers who wished to follow either the programme (taught) route or the accreditation route to Chartered Teacher to do so.