**SESSION 12 – USING PROFESSIONAL COLLABORATION TO REFLECT UPON AND SUPPORT TEACHING FOR DEEP LEARNING**

| Pre Task For Prior Learning | Think of a time when you have experienced “effective collegiality” and engagement with a "critical friend” either in your personal or professional life. What happened and how did it impact on you? Be prepared to share this with a colleague | |
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| Share impact of teacher actions from previous session. | | 10 |
| Reflective Questions | What is ‘effective collegiality’?  What is a ‘critical friend’? Could you identify one to work with?  How does working in a collegiate way impact on pupil understanding? | |
| Learning Intentions | We are learning to make purposeful use of professional collaboration in order to increase impact on pupil understanding. | 5 |
| Success Criteria | I can:   * Reflect on my own teaching and how it impacts on understanding * Develop skills which enable purposeful professional discussions * Explain how professional dialogue can impact on pupil understanding |
| Session Content | **Pair and Group task:**  Think, pair, share to define the terms: ‘effective collegiality’ and ‘critical friend’. Share with the group.  **Individual task:**  **R**ead highlighted section in **Hand out 1** Chapter 5: Career-long learning for teachers and for leadership – from Teaching Scotland's Future - Report of a Review of Teacher Education in Scotland. Discuss the key messages in the reading? Which collegiate professional learning is most beneficial to you?  **Whole group task:**  Watch video clip 12.1, 2 or 3 (relevant to sector – watch initial lesson – see first time slots below)  Identify elements of professional dialogue which:   * increased pupil understanding * show a progression in teacher skill level * might support a school in moving from good to outstanding   Note and discuss how the observer’s interaction with the teacher impacts on pupil understanding.  Select one of the videos below:  Video clip 12.1 P1 class teacher (Watch 0 – 3.40m, 7.20 – 9.05, 24.50 – 27.19)  Video clip 12.2 Middle Primary (Watch 0 – 3.00, 6.38 – 8.10, 24.21 – 27.01)  Video clip 12.3 Secondary English. (Watch 0 – 3.00, 6.35 – 8.34, 24.58 – 27.31)  Whole group plenary to review impact and begin to consider action plan/next steps | 10  10  10  10 |
| Teacher Action Plan | | 5 |
| Teacher Actions | Arrange for a peer to observe a lesson and then discuss with your peer the impact of the lesson on pupil understanding. Say what can be done to improve impact on understanding. Use **Hand out 2** - HGIOS 3 Illustrations if desired, in full or in part to help structure your professional dialogue. | |

**SESSION 12 – HAND OUT 1** - Donaldson, G., (2011) *Teaching Scotland's Future – Report of a Review of Teacher Education in Scotland*: Edinburgh, Scottish Government

Top of Form

**Chapter 5: Career-long learning for teachers and for leadership**

**Existing strengths of continuing professional development**

Much of the recent research suggests that CPD is most effective when it is 'site-based', fits with an existing school culture and ethos, addresses the needs of different groups of teachers, is peer-led, collaborative and sustained. Such forms of CPD offer a richer learning experience than usually offered in short courses (Kelly, 2006) [53](http://www.scotland.gov.uk/Publications/2011/01/13092132/14). When considering the best international practice in professional learning communities, the McKinsey Corporation (2009) [54](http://www.scotland.gov.uk/Publications/2011/01/13092132/14) identified that teachers work together in these communities to:

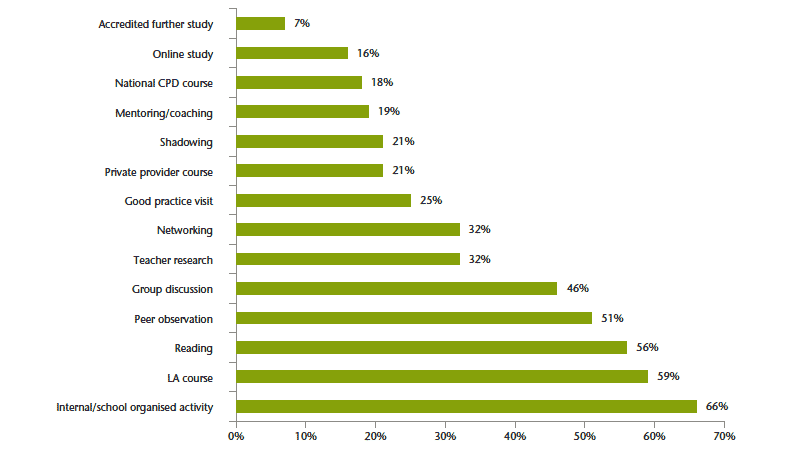
* research, try and share best practice;
* analyse and constantly aim for high, internationally benchmarked standards
* analyse student data and plan tailored instruction;
* map and articulate curriculum; and
* observe and coach each other.

The literature review, responses to our call for evidence and teacher questionnaire, as well as discussions with teachers, officials and academics across Scotland have indicated a number of strengths within our current approach to continuing professional development.

**The extensive range of CPD activities undertaken in Scotland**

The broad range of forms of CPD outlined by the Scottish Executive in 2004 [55](http://www.scotland.gov.uk/Publications/2011/01/13092132/14) are increasingly evident across Scotland. This range of forms of CPD was highlighted as a positive feature by many teachers who engaged with the Review. Chart 5.1 illustrates the proportions of teachers in our survey who had participated in different activities.

**Chart 5.1: range of CPD accessed in last academic session**



A wide range of national and local organisations provide CPD for teachers. The LTS website contains a wealth of material, much of which is linked to Curriculum for Excellence. It also provides numerous central and regional events as well as organising the annual Scottish Learning Festival. It has developed Glow, a national school education intranet, to promote networking and exchanges of resources and information. HMIE, in addition to publishing reports on specific aspects of education, works with LTS in helping to identify areas of need and sources of good practice. The two organisations have also established an impressive digital resource, Journey to Excellence, which provides direct advice about school improvement and research as well as housing a bank of filmed clips of good practice in action. HMIE also uses its inspection of schools to build capacity as well as evaluating the quality of provision. A notable aspect of capacity building by HMIE has been the training and use of headteachers and teachers as associate assessors who join inspection teams for two or three inspections each year. These associate assessors often report that experience as ' the best *CPD* I have ever had'.

Teacher and headteacher associations, in addition to providing advice and networking for members, also provide highly-valued and well-attended courses. The Educational Institute for Scotland ( EIS), for example, has a network of learning representatives based in schools and has worked with universities in the development of courses. Other providers such as Tapestry also provide well-attended courses, events and more customised support for professional development and innovation, notably teacher learning communities.

Most CPD is provided by local authorities and includes central training as well as supporting school or community-based professional development. They are increasingly devolving more CPD to schools and encouraging them to work in networks, clusters or learning communities. The provision of centrally-delivered courses is decreasing.

The pattern of responses to our questionnaire (Chart 5.1), confirms this picture of considerable breadth of CPD provision and activity in Scotland. However, the figures for mentoring, shadowing, good practice visits and research leave much scope for improvement. Peer observation has grown significantly in recent years but is still under developed as an important element in professional learning.

**A greater emphasis on professional networks**

The extent of collegiate working has grown in recent years ( HMIE, 2009) [56](http://www.scotland.gov.uk/Publications/2011/01/13092132/14), increasingly centring round improving outcomes for learners. In particular, as schools and centres implement Curriculum for Excellence, they often cooperate with other schools and partners, extending and deepening the quality of outcomes. There are increasing examples of professional learning communities which support and challenge one another around agreed areas for improvement. Effective collegiate working often includes support staff and other partners. There is also some evidence that effective collegiate working has led to increased opportunities for teachers to be involved in decision-making and to lead aspects of school improvement.

**The contractual base for CPD**

The value and importance of CPD in relation to teacher quality has been recognised formally in Scotland through contracts of employment. Many countries are envious of this paid, contractual requirement and entitlement. In its response to our call for evidence, one professional association said: '...it is good that teachers are contractually obliged to participate in a specified minimum number of hours of *CPD* activity each year'.

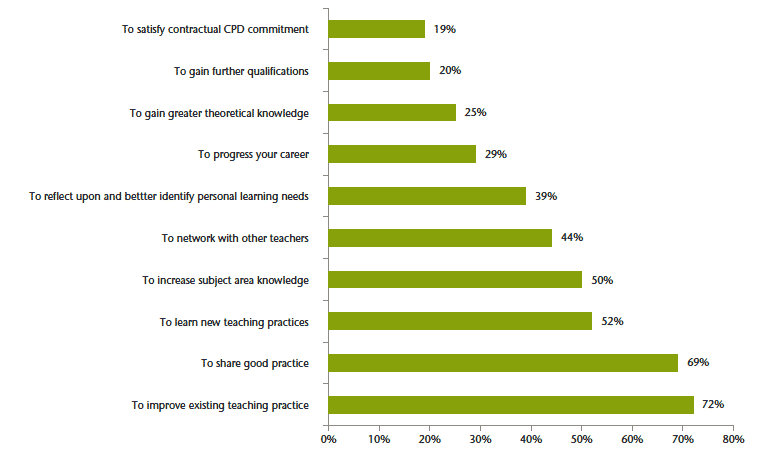
Seventy-five per cent of teachers responding to our questionnaire said they were unable to undertake all their CPD and collegiate activities within the allocated time. However, it was never the intention of the McCrone Review that teachers should confine time spent on professional duties in a very precise way. There is clearly a tension between the enhanced professional role of teachers and the somewhat industrial approach of allocating a fixed number of hours for professional duties.

The Teachers' Agreement launched 'a new framework which promotes professionalism and which places teachers at the heart of teaching'. A 'personalised' approach to professional development was envisaged through a negotiated CPD plan for every teacher addressing personal, institutional, local and national priorities and including postgraduate opportunities provided by universities.

There is evidence of increased commitment to CPD and more teachers taking on lead roles, for example in working groups to implement school improvement plans. Seventy-two per cent of teachers who responded to our questionnaire saw improving teaching practices as a priority for CPD, with 69% prioritising the sharing of good practice. The priority for CPD and collegiate time for 19% of teachers who responded was to satisfy their contractual requirement.

The chart below summarises priorities for CPD for those teachers who responded to our questionnaire.

**Chart 5.2: Current priorities for CPD**



**Maximising relevance and impact of career-long learning**

Although existing strengths of CPD in Scotland are significant, evidence shows that the link to learning in the early phase of teacher education remains tenuous at best, it often does not address either individual or wider priorities well enough, and too much of current provision has failed to impact significantly on children's learning. For an individual teacher, who you are, which school and which local authority you are in, and the quality of leadership and management in both can greatly affect the extent to which you develop and improve. For young people, this means that the extent of their teachers' skills, understanding of educational theory and practice, and the relevance and freshness of their subject content knowledge, can vary considerably. Scotland is not alone in needing to improve the quality, relevance and impact of CPD. Across the world, there is concern about the impact of CPD and teacher quality on outcomes for young people.

**Core elements of CPD for all teachers**

As with the early stage of a teacher's education ( [Chapter 4](http://www.scotland.gov.uk/Publications/2011/01/13092132/6)), it is important to be explicit about the core knowledge, skills and competences that all teachers will continually refresh and improve as they move through their career and to be active in addressing them. Time and opportunities need to be built in for these core elements of teacher education as part of a culture and habit of professional learning. These should be set as part of planned progression in learning for each teacher which begins in initial teacher education and continues throughout induction and continuing professional development. As with core aspects for initial teacher education, these can be determined through a periodic national assessment of current needs. Currently they could include the following.

* Child protection and safeguarding procedures
* Responsibilities of all practitioners: literacy, numeracy and health and wellbeing
* Development of children and young people, including important aspects such as the development of reading and writing skills
* Supporting learners, including the latest legislative and research-based advice on meeting the needs of all learners including those with additional support needs such as dyslexia or autism
* Government policies and frameworks affecting education, and the action needed to implement these successfully in the classroom
* Mentoring and coaching
* Inquiry-based improvement/reflective practice
* Subject-content knowledge
* Pedagogy
* Assessment theory and practice

**Clarifying expectations and improving coherence**

The Review heard a great deal of evidence about lack of focus in CPD and coherence and progression within it.

The GTCS Professional Standards provide the basis for coherent teacher education in Scotland. Clearer links between, and exemplification of, the Standards would help to signpost coherence and progression more explicitly. Many other countries are engaging in work of this nature. For example, Hong Kong, New Zealand and Australia have defined characteristics and competences of good teaching. These are useful for professional development and performance management, and provide a shared language for teachers to reflect and evaluate practice. The Standards themselves need to be refreshed and updated on a planned cycle.

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| **The Professional Standards need to be revised to create a coherent overarching framework and enhanced with practical illustrations of the Standards. This overall framework should reflect a reconceptualised model of teacher professionalism.** |

As yet we do not have a culture where priority is given to attaining, maintaining and exceeding professional standards. As a result, many experienced teachers do not use the Standard for Full Registration ( SFR) to evaluate their performance and identify development needs. Awareness and use of the SFR varies considerably across the country, and there is a perception amongst some experienced teachers that it is not relevant for them and mainly applicable to probationers and early career teachers.

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| **A new 'Standard for Active Registration' should be developed to clarify expectations of how fully registered teachers are expected to continue to develop their skills and competences. This standard should be challenging and aspirational, fully embracing enhanced professionalism for teachers in Scotland.** |

This standard should include the range of skills and competences which reflect the growing expertise and maturity of an experienced teacher. It should help teachers to improve as well as prove their skills and competences. It could include, for example, pedagogy, up-to-date subject knowledge and the use of inquiry-based improvement. It could also help to promote distributive leadership by signalling the wider contributions which experienced teachers make to the school as a whole. It should enable all teachers to develop the kind of professional role envisaged in the McCrone Report.

**Improving the culture and focus of CPD**

The Review noted that effective CPD often combines specialist input with an ongoing programme of school-based support. Early insights from the additional support for Curriculum for Excellence led by HMIE and partners suggest that tailoring CPD closely to the needs of individual schools and teachers and using coaching and practical activities using real examples rather than 'input' is effective in increasing the confidence of teachers to implement the new curriculum. This combination of tailored CPD which meets individual needs in-house, is peer-led and sustained through professional dialogue, with some specialist input to provide an external perspective where appropriate, seems an effective and efficient way to continue to support teachers, particularly when they are engaged in the implementation of major changes in education.

Alignment between individual professional learning needs and school development is not always strong. The OECD report 'Teachers Matter' studied approaches to teacher quality in 25 countries and concluded that 'there are major concerns about the limited connections between teacher education, teachers' professional development, and school needs'. We need to ensure an appropriate balance and synthesis between individual teacher CPD and school and system level improvement. The majority of teachers in a study by Hustler et al (2003) [57](http://www.scotland.gov.uk/Publications/2011/01/13092132/14) reported that school development needs took precedence over their individual learning needs. Larger generic staff development events need to be blended with individual, tailored support to maximise the impact of CPD.

Engagement in collaborative activities such as moderation and involvement in, for example, task teams or co-ordinator roles can play a very important part in extending professional skills, knowledge and attributes. Within all form of CPD, activities which bring together colleagues from different sectors and/or services to address matters of shared interest or concern have the double benefit of strengthening partnerships and providing richer professional development because of the wider range of perspectives and experiences they bring.

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| **The balance of CPD activities should continue to shift from set-piece events to more local, team-based approaches which centre around self evaluation and professional collaboration, and achieve an appropriate blend of tailored individual development and school improvement.** |

**Improving impact**

Significant moves in recent years to evaluate CPD courses and events have focused largely on evaluating the quality of the process or event rather than on its intended or actual impact on children's learning. Only 29% of teachers who responded to our survey said they frequently try to monitor the impact of CPD, and only 22% said their schools did this frequently. Forty-nine per cent of teachers said they measured impact infrequently or never; the figure for their schools was 52%.

There are a few examples where schools have begun to monitor the impact of CPD and track this over time. For example, in one local authority newly qualified teachers use a tracking diary for CPD which links in with their initial teacher education targets. Monitoring, evaluating and researching CPD and all other phases of teacher education are challenging, given the number of variables which effect young people's progress in learning. Better research is needed but the key lies in teachers themselves looking for evidence of impact in their own work.

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| **Teachers and schools should plan and evaluate CPD more directly on its intended impact on young people's progress and achievements.** |

**A research-informed approach to continuous learning**

The Sutherland Report (1997) set the aspiration of teaching becoming a research-led profession, partly through locating initial teacher education within Scotland's universities. Sutherland's vision has, at best, been only partially achieved. Cochran-Smith (2009) [58](http://www.scotland.gov.uk/Publications/2011/01/13092132/14) argues that if we are to achieve the aspiration of teachers being leaders of educational improvement, they need to develop expertise in using research, inquiry and reflection as part of their daily skill set. Outstanding teachers often use research and data to identify areas for improvement and take direct action to address any underperformance.

If we are to learn from some high-performing systems around the world and foster a research-informed profession, more has to be done to facilitate knowledge exchange between schools and universities. There is significant potential for greater collaboration in supporting inquiry-based improvement and a more fluid exchange of learning between the sectors. University-based teacher educators need to have the skills, experience and quality of research which supports and challenges schools, and is seen as relevant and purposeful for improving practice. The kind of partnerships which we have advocated for initial teacher education should be developed to become hubs of learning for teachers at all stages in their careers.

[Chapter 4](http://www.scotland.gov.uk/Publications/2011/01/13092132/6) outlined the potential benefits of joint appointments between local authorities and universities. As well as improving collaboration and partnership for new and early career teachers, such appointments could lead to research which is more focused on directly improving services at local level, as well as contributing to contemporary thinking on education at national and international level. The Sutherland Report envisaged university staff from different faculties as having a valuable role to play in refreshing and broadening ongoing teacher education.

**HAND OUT 2 -** TEACHING FOR UNDERSTANDING - DETAILED AUDIT

**Key questions taken from:**

**Improving our curriculum through self evaluation, HMIe Sep 08**

**Improving outcomes for learners through self evaluation, HMIe Sep 08**

**HMIE (2008) Improving our Curriculum Through Self Evaluation At** [**http://hmiecmslive.company-net.com/documents/publication/iocts.html**](http://hmiecmslive.company-net.com/documents/publication/iocts.html) **(online) Edinburgh: Scottish Government**

IMPACT ON LEARNERS - 2.1 learners’ experiences

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| Theme  The extent to which learners are motivated and actively involved in their own learning and development | Key features:  This indicator relates to the quality of learners’ experiences. Learners are aware of their strengths and needs as learners and are satisfied that their views are taken into account. | | |
| Level 5 Illustration | KEY QUESTIONS | COMMENTS / EVIDENCE | HOW TO IMPROVE |
| * Our learners are motivated and eager participants in their learning. They are actively involved in their own learning and development and show increasing skills as learners. High-quality feedback makes them aware of their progress and strengths as learners. They are responsible and contribute actively to the life of the school and the wider community. In our school, learners are treated with equality, fairness and respect. Almost all, including those at risk of missing out and those who are vulnerable have progressed well and make very good progress from their prior levels of attainment and wider achievement. * Our learners know that their views are sought and acted on. They tell us that they are very satisfied with the school’s provision, feel that they are valued, and have appropriate opportunities to express their views which are taken into account in decision making. Our learners feel successful, confident and responsible, and they contribute effectively to the school and its community, and to society more generally. Learners feel safe, nurtured, healthy, achieving, active, included, respected and responsible and help to develop these qualities in others. | How are learners actively engaged in learning?  How do you gauge the impact of tasks activities and resources from learners’ responses?  How do we identify, plan for and meet the needs of all pupils?  To what extent are our learners well motivated and actively engaged in learning?  Are there signs that our learning activities are developing the four capacities?  How doe we take account of the views of learners?  Are our learners actively involved in out of classroom or out of hours learning activities; how are they benefiting from these activities?  Are our learners with complex additional support needs experiencing a range of contexts?  How effective is self evaluation in improving:   * Learning and teaching? * The curriculum? * Other areas of the school? * Learners’ engagement with learning?   How effectively do transition arrangements lead to improvement in learners’ engagement with learning? |  |  |

DELIVERY OF EDUCATION

5.2 teaching for effective learning

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| Themes   * The learning climate and teaching approaches * Teacher-pupil interaction including learners’ engagement * Clarity and purposefulness of dialogue * Judgements made in the course of teaching | Key features:  This indicator relates to the quality of teaching for effective learning in the context of a positive climate and range of experiences that promote active learning by making learners think. It stresses the need for a varied and considered range of skilful and well-paced teaching approaches where teachers and learners interact to ensure that teaching is motivating and relevant to learners’ needs. It highlights the use of teacher-pupil interactions to form judgements of how teaching and tasks should be directed to meet learners’ needs. The indicator recognises the important role of information and communications technology (ICT) in enriching teaching and supporting and motivating learning. | | |
| Level 5 Illustration | KEY QUESTIONS | COMMENTS / EVIDENCE | HOW TO IMPROVE |
| * Building on our shared values, we create a stimulating learning climate using skilful and well-paced teaching and learning approaches. Learners’ experiences are well matched to their needs and sustain their motivation and attention. We develop learners’ abilities to be curious and creative and to think critically. Tasks and activities in our classes and home-learning activities are well planned and involve learners as effective contributors, working independently and with others cooperatively in solving problems. We make full and effective use of ICT during teaching and learning. * We share the purposes of lessons with learners. Learners know what they need to do to improve and to become successful. Our explanations and instructions are clear and build on previous learning and real-life experiences. We ensure that learners have opportunities to take responsibility for aspects of their own learning and their relationships with others. Learners enjoy their experiences and make progress in their skills as learners. They are engaged in learning and aware of themselves as learners. We use feedback effectively to promote learning. * Our teaching fully involves learners and encourages them to express views and ask questions. We use skilled questioning and discussion to stimulate learners’ interest, make them think and build their confidence. We value, encourage and build upon learners’ responses. * In lessons, we make sound judgements and respond quickly to ensure that our teaching meets the needs of individuals and provides appropriate support and challenge. We identify and address weaknesses in learners’ knowledge and skills. | Do teachers use methods which are likely to develop all four capacities?  How effective is teaching and involvement of learners?  Is the range of teaching approaches appropriate for engaging learners? |  |  |

5.9 improvement through self-evaluation

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| Themes   * Commitment to self-evaluation * Management of self-evaluation * School improvement | Key features:  This indicator relates to the school’s arrangements for improvement through self-evaluation and its commitment to this. It highlights the importance of gathering and responding to the views of all partners and stakeholders and involving them. It focuses on the extent to which a school knows itself well and improves the successes and achievements of learners, and the school community more widely. | | |
| Level 5 Illustration | KEY QUESTIONS | COMMENTS / EVIDENCE | HOW TO IMPROVE |
| * As individuals and with colleagues, we evaluate our own class work as reflective practitioners and make improvements. We work as a school community and with partner agencies to evaluate provision in order to secure continuous improvement, including major change where this is needed. We have very effective systems to gather the views of staff, parents, learners, partners and others about the quality of our work. We work in active partnership with other services for children to secure improvement. Our vision, values and aims are used as the basis for reviewing our work. * Our self-evaluation focuses on key aspects of learners’ successes and achievements. It draws on a wide range of advice and evidence and is rigorous, systematic and transparent. All our teams reflect on current practice and evaluate any new initiatives, ideas and changes we have introduced. Where appropriate, we use accreditation schemes as a sound basis for improvement. We clearly identify strengths and areas for improvement. We share good practice. * Our school community takes a joined-up approach to improvement across all that it does. We are committed to acting on the results of self-evaluation and can show clear evidence of improvement based on our actions as part of our self-evaluation. Our improvements focus particularly on continuing improvements to learning and teaching and the achievement of all learners. | Does the school have appropriate systems and culture to evaluate its own progress and take steps to bring about improvements?  To what extent does our vision for the school give direction to self evaluation?  How effective is self evaluation in improving:   * Learning and teaching? * The curriculum? * Other areas of the school? * Learners’ engagement with learning?   Are all staff, partner agencies, learners and other stakeholders:   * Involved in self evaluation? * Aware of resulting strengths and development needs? * Committed to take action to effect improvement?   Do we focus self evaluation sufficiently on learning and our teaching?  Have we identified important strengths and area for improvement through self evaluation?  Has self evaluation helped us to share good practice?  What is the evidence of improvement in our children’s progress / pupils’ attainment; in their broader achievement as learners; and in the quality of learning and our teaching?  Is there evidence of improvement in other areas of our work?  How effectively does self evaluation enable the school to identify changes needed in the curriculum and the impact of new developments?  To what extent are our learners well motivated and actively engaged in learning?  Are there signs that our learning activities are developing the four capacities?  How do we take account of the views of learners?  Are our learners actively involved in out-of- classroom or out-of-hours learning activities; how are they benefiting from these activities?  Are our learners with complex additional support needs experiencing a range of contexts? |  |  |

MANAGEMENT AND SUPPORT OF STAFF

7.2 staff deployment and teamwork

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| Themes   * Appropriateness and clarity of remits * Deployment of staff, including partner agencies * Effectiveness of teamwork * Communication | Key features:  This indicator relates to the effectiveness of individual and team contributions. It also focuses on the extent to which staff are empowered to give of their best, and their work is directed towards improving outcomes for learners. It highlights the processes and structures which promote ownership of, and commitment to, this joint endeavour. | | |
| Level 5 Illustration | KEY QUESTIONS | COMMENTS / EVIDENCE | HOW TO IMPROVE |
| * Staff, including those from partner services, have clear job descriptions and remits focused on the needs of learners. They are empowered, challenged and supported. Our teams have clear structures, are task focused, and we take responsibility for evaluating their work. * Our staff team is deployed effectively to meet learners’ needs and improve provision. Staff such as additional teachers, additional support needs auxiliaries and classroom assistants work in classrooms and contribute effectively to our learners’ progress. Business managers and staff from partner agencies complement the work of teachers and senior managers and allow them to focus on teaching and learning. * We have established a collaborative and collegiate approach to our work. An ethos of team working and professional engagement is evident within our school. We work effectively with learning support staff and visiting specialist teachers. Our arrangements for liaison among staff working jointly with particular learners are clear and implemented effectively. Effective liaison takes place between class teachers and learning support staff, visiting specialist teachers, other specialists, health staff and care professionals to meet learners’ needs. * Lines of communication and accountability for staff are clear. We all take responsibility for communicating, consulting and sharing information with colleagues. We have good opportunities to raise concerns or make constructive suggestions. Those with leadership responsibilities are responsive, visible and accessible. | How well do we involve appropriate specialist staff in identifying learning needs?  How effective are specialist staff?  How well do we address barriers to learning?  How well do we share information among education, health, social  work and other relevant partner agencies? |  |  |