

## Preamble

This starter paper is to help promote discussion on improving the professional learning of Scottish educators. Initially, it is for members of the National CPD Team and Scottish Government's Teachers Division. It sets out the case for a CPD College, the Scottish College of Educators

Please note:

- the College is seen as a CPD umbrella organisation that makes collegiate links between the activities of its member organisations. It does not seek to assume this work for itself
- in line with the thinking of many CPD leaders, this paper assumes that educational leadership is an integral part of CPD. By definition, a college for educators will include all aspects of educational leadership.

## Aim

To better meet the CPD needs of Scottish educators by the promotion of collegiality across the 3-18 sector.

## Objectives

1. To widen the view of CPD and educational leadership
2. To support partnership working in educator development; needs and strengths identification, models, promotion, delivery and evaluation of impact
3. To support a national dialogue on educational issues
4. To better learn from, and contribute to, international educational CPD partnership
5. To derive cost benefits from partnership working

## Membership

Full membership will be offered to all colleagues involved in the public, 3-18 education sector, including (but not exhaustively);

- Local authority educational staff
- Scottish Government education divisions
- Learning & Teaching Scotland
- Scottish Qualifications Authority
- HMIE
- GTC Scotland
- Professional associations
- TEIs

By definition, collegiality means that the distinction between 'CPD provider' and 'CPD client' is thankfully blurred. However, it is useful to distinguish between those whose main aim is educator development (such as QIOs, development officers and professional advisers) and those whose main aim is education of young people (such as teachers and learning assistants). For the purposes of this discussion, the former will be identified as 'CPD leaders'.

In addition, we should consider a 'fellowship' status to identify CPD leaders who submit and maintain a CPD portfolio that demonstrate adherence to principles of effective CPD.

Associate membership will be offered to:

- registered providers of CPD not covered by the above membership list
- international colleagues

## What will be the benefits for members of the College?

The College will be a place where, all members can:

- Engage in professional dialogue
- Reflect on their practice
- See examples of relevant and interesting practice
- Maintain and, if appropriate share, their CPD portfolio
- Join and/or start professional communities
- Build their own learning networks
- Find and access CPD from recognised CPD leaders and accredited 'fellows'
- Get professional recognition of their practice

## What will be the additional benefits for CPD leaders in the College?

For those leading CPD, it will also be a place to:

- Get support for emerging CPD practice
- Follow trends, anticipate needs and make best use of existing and planned resources
- Spot the local champions for their area of interest
- Call on additional, national expertise in the design, promotion, delivery and evaluation of impact of CPD programmes

## What will the College look like?

It is not intended to have a physical college. Much of the work of the College will take place online and in the establishments of its member organisations. Many of the online building blocks are already in place; Glow, MyGTCS, SQA Academy, *CPDFind*, *CPDReflect*, HMIE good practice and the many innovative systems in place within the TEIs.

It is not easy to predict what technology will be available in the next few years but careful attention should be paid to technology which allows educators to build their own professional learning network:

- Modularisation of functionality (ie plug in the tools you want)
- Easy and smart searching
- 'following' - where the educator will choose to follow a person, an organisation or even a keyword. The follower can then be alerted about resources of any description (eg discussion comments, interesting practice, CPD opportunity, portfolio item) which are added to the college
- Endorsement of resources by College members

## Governance

The governance should reflect the inclusive nature of the organisation while providing strong leadership in professional development. This suggests an advisory board made up from the partner organisations with an executive team appointed by Scottish Government. There are strong parallels with the existing CPD Network and the work of the National CPD Team.



## Scottish College of Educators

### Funding

Many of the activities that will be undertaken in the College (barring a few exceptions) are likely to happen from existing CPD funding, through the partner organisations. Almost all of these are funded by Scottish Government. It may be possible to channel this funding through the College.

The main funding will be for online technology. As we are actively looking at Glow 2, further funding for online CPD tools and an online repository for Scottish education, this is an opportune time to be considering the CPD purposes of online technology.

Additional funding will have to be found for extending the capacity of the CPD team (or equivalent) to:

- provide the additional support for CPD leaders to improve the quality of CPD. This is likely to require a substantial programme of CPD for CPD leaders
- monitor the impact of CPD (including the activities of the College)

### Conclusion

At the moment we have the very healthy involvement of several national agencies and all the local authorities in CPD. The work of the CPD Network and the National CPD Team has helped us realise we are facing many of the same challenges:

- building capacity for CPD leaders to deliver on key programmes such as CfE
- access to educators
- monitoring impact of CPD
- building professional learning networks across organisational boundaries
- maintaining high-quality CPD in a time of reduced CPD budgets
- supporting the necessary reflective and evidence elements of professional development.

This paper advocates a collegiate solution and it is in that spirit it is offered!

Con Morris

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