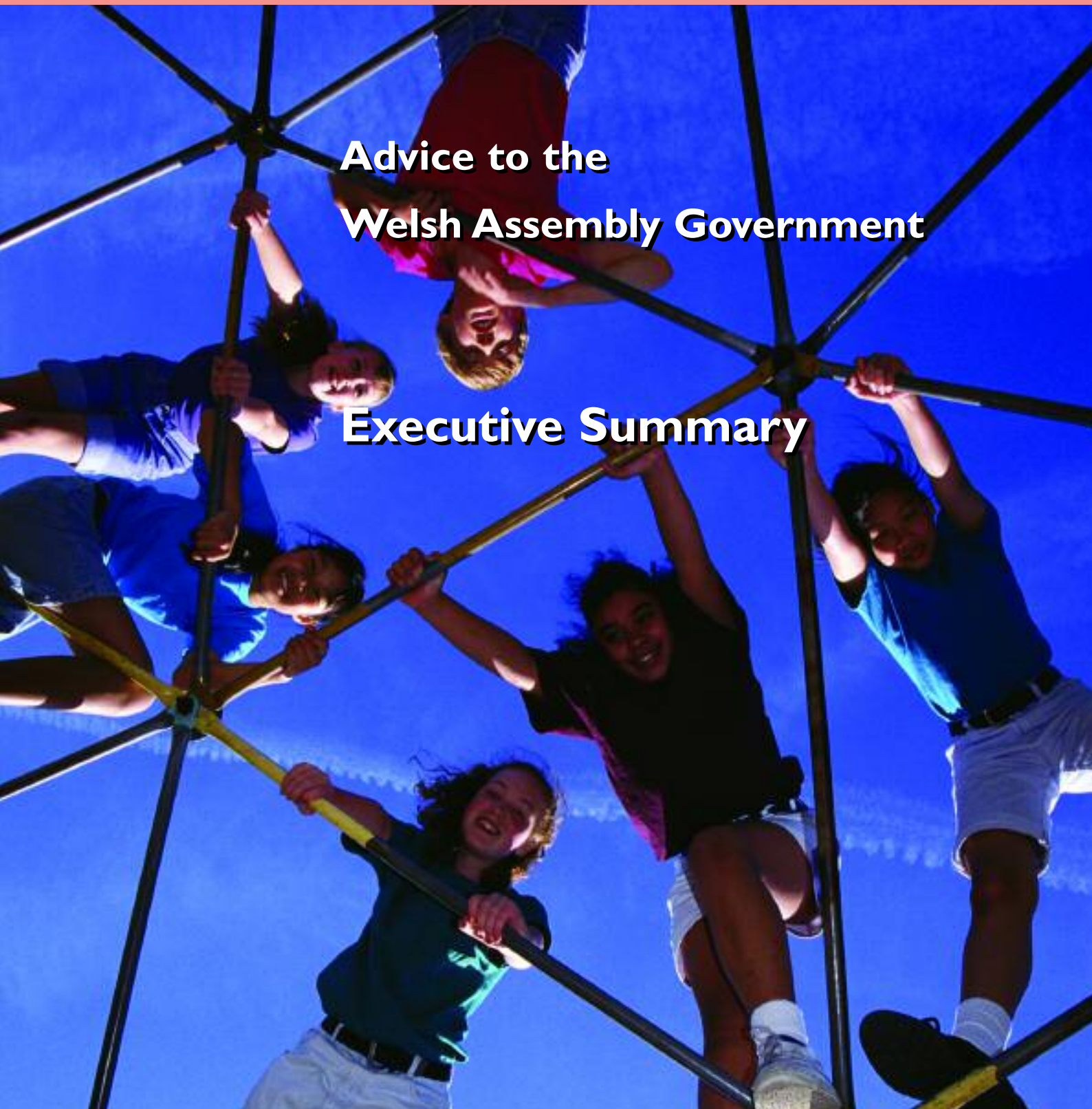




Cyngor Addysgu Cyffredinol Cymru
General Teaching Council for Wales

A Professional Development Framework for Teachers in Wales



**Advice to the
Welsh Assembly Government**

Executive Summary

July 2006

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.

The full version of this Advice is available from:

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Cyngor Addysgu Cyffredinol Cymru
General Teaching Council for Wales

Fframwaith Datblygiad Proffesiynol i Athrawon yng Nghymru

A group of young people are climbing a tall, black metal structure against a clear blue sky. They are holding onto the horizontal bars and looking towards the camera with smiles. The structure is composed of several vertical poles and horizontal bars, creating a grid-like pattern.

**Cyngor i
Lywodraeth Cynulliad Cymru**

Crynodeb Gweithredol

Gorffennaf 2006

Crynodeb Gweithredol

Cyflwyniad

1. Gwahoddwyd CyngACC gan Lywodraeth Cynulliad Cymru i gymryd yr awenau i ddatblygu Fframwaith Datblygiad Proffesiynol i athrawon yng Nghymru yn 2004. Nodir gorchwyl y Cyngor i ddarparu cyngor i'r Cynulliad ar faterion o'r fath mewn deddfwriaeth sylfaenol, o dan Ddeddf Addysgu ac Addysg Uwch 1998, fel y'i diwygiwyd gan Ddeddf Addysg 2002.
2. Mae'r ddogfen hon yn cyflwyno cyngor ar Haen 2 Fframwaith Datblygiad Proffesiynol i athrawon yng Nghymru. Mae hyn yn ymwneud â'r datblygiad proffesiynol y mae athrawon yn ymgymryd ag ef a'i gydnabyddiaeth broffesiynol a'i achrediad.
3. Y cyngor hwn yw'r ail ddogfen o gyfres o dair dogfen debyg yn ymwneud â'r Fframwaith sy'n cael eu cyflwyno i'r Cynulliad yn ystod y cyfnod rhwng 2005 a 2007. Aeth y ddogfen gyngor gyntaf yn 2005 i'r afael â strwythur bras y Fframwaith a Haen 1: Cerrig milltir a safonau proffesiynol. Cafodd yr argymhellion a wnaed eu derbyn i raddau helaeth gan y Gweinidog dros Addysg, Dysgu Gydol Oes a Sgiliau.

Diwygio'r Cyngor a gyflwynodd y Cyngor ym mis Gorffennaf – Cerrig milltir proffesiynol

4. Mae'r Cyngor yn diwygio'i gyngor gwreiddiol i'r Gweinidog ac yn cynnig cyflwyno carreg filltir unigol ar gyfer Athro Siartredig, gyda safonau sy'n berthnasol i arfer ystafell ddo-barth ac arweinyddiaeth ganol.

Datblygiad proffesiynol gydol gyrfa: eglurder, cysondeb a phriodoldeb

5. Mae'r Cyngor yn argymhell y dylid ffurfioli rhaglenni a threfniadau cenedlaethol ar gyfer datblygiad proffesiynol athrawon yng Nghymru fel bod gan

bob un o'r cerrig milltir proffesiynol yng ngyrfa athro/athrawes raglen genedlaethol o ddatblygiad proffesiynol strwythuredig yn gysylltiedig â hi ac y dylai gael ei hategu gan safonau proffesiynol. Yn arbennig, dylid cyflwyno rhaglen genedlaethol newydd ar gyfer athrawon sy'n dyheu am ragoriaeth yn yr ystafell ddo-barth neu sy'n arweinwyr canol – y Rhaglen Athro Siartredig. Byddai hyn yn golygu bod y trefniadau cenedlaethol canlynol yn eu lle ar gyfer DPP athrawon:

- SAC;
- Sefydlu Statudol, wedi'i ddilyn gan DPC;
- Statws Athro Siartredig;
- CPCP, wedi'i ddilyn gan Raglen Sefydlu Broffesiynol i Benaethiaid (PHIP) a Rhaglen Arweinyddiaeth i Benaethiaid Mewn Swydd (LPSH).

6. Mae'r Cyngor hefyd yn cynnig y dylai gymryd yr awenau wrth ddatblygu enghreifftiau ac arweiniad a fydd yn cynorthwyo athrawon wrth gynllunio'u datblygiad proffesiynol y tu hwnt i unrhyw raglenni a threfniadau cenedlaethol.

Cydnabyddiaeth broffesiynol ar gyfer datblygiad proffesiynol athrawon

7. Dylai cwblhau pob un o'r rhaglenni cenedlaethol yn llwyddiannus arwain at ryw fath o gydnabyddiaeth broffesiynol i athrawon, sef:

- SAC;
- Cofrestrriad llawn gyda ChyngACC ar ôl cwblhau Sefydlu Statudol;
- Statws Athro Siartredig;
- CPCP.

8. Er mwyn dyfarnu Statws Athro Cymwys, mae CyngACC wrthi ar hyn o bryd yn paratoi cyflwyniad ffurfiol i'w gyflwyno gerbron y Cyfrin Gyngor i ddod yn Gorff Siartredig. Byddai angen i'r Cynulliad wneud newidiadau i ddeddfwriaeth sylfaenol i ailddiffinio 'cofrestru llawn' yng Nghymru ar gyfer athrawon sydd wedi bodloni'r safon Sefydlu a 'chofrestru amodol' ar gyfer athrawon sy'n meddu ar SAC ond nad ydynt eto wedi bodloni'r safon Sefydlu.

Ennill cydnabyddiaeth am ddatblygiad proffesiynol

9. Mae'r Cyngor yn cynnig y dylid sefydlu cysylltiad rhwng pob un o'r cerrig milltir a rhaglenni datblygiad proffesiynol cenedlaethol cysylltiedig yn y Fframwaith a'r cyfleoedd posibl i achredu o fewn y Fframwaith AU y gallai athrawon fanteisio arnynt, os dymunant wneud hynny.
10. Mae'r Cyngor yn argymhell y dylai weithio ymhellach â'r sector AU yng Nghymru i annog sefydliadau i gyflwyno trefniadau achredu y gall athrawon eu cyrchu'n hawdd os ydynt am droi eu cydnabyddiaeth broffesiynol yn ddyfarniad AU.

Rhaglen Athro Siartredig yng Nghymru

CYFANSODDIADY RHAGLEN

11. Mae'r Cyngor yn gwneud argymhellion penodol ar gyfer ffurf fras Rhaglen Athro Siartredig yng Nghymru. Yn arbennig, mae'r Cyngor yn cyngori'r canlynol:
- byddai'n helpu i fodloni anghenion datblygiad proffesiynol y rheiny sy'n dyheu am ragoriaeth yn yr ystafell ddosbarth a'r rheiny ar lefel arweinyddiaeth ganol;

- byddai athrawon sy'n cwblhau'r rhaglen yn cael eu cydnabod yn broffesiynol drwy ddyfarniad 'Statws Athro Siartredig';
- dylai fod dau lwybr tuag at fodloni'r safonau ar gyfer Athro Siartredig – llwybr rhaglen a llwybr achrediad. Fel arall, gallai athrawon fabwysiadu ymagwedd 'gyfun-cydwedd' drwy gwblhau rhai modiwlau a addysgir a cheisio cael credyd drwy Ddysgu Blaenorol Achrededig (DBA/APL) neu Ddysgu Achrededig Drwy Brofiad Blaenorol (DABB/APEL) ar gyfer eraill;
- dylai athrawon allu cwblhau Athro Siartredig wrth eu pwysau eu hunain, fodd bynnag, gallai athrawon gymryd o leiaf ddwy flynedd fel arfer i gwblhau rhaglen a addysgir neu ddeuddeg mis i baratoi a chyflwyno portffolio datblygiad proffesiynol i'w achredu;
- er mwyn bod yn gymwys i ddechrau rhaglen Athro Siartredig, rhaid i athro/athrawes feddu ar SAC, bod wedi cofrestru gyda ChyngACC a meddu ar ddwy flynedd o brofiad ar ôl Sefydlu a DPC. Fodd bynnag, byddai hyblygrwydd i ddyfodiaid hŷn i'r proffesiwn sy'n meddu ar brofiad helaeth o'r tu allan i faes addysgu ddechrau llwybr a addysgir yn gynharach.

PROVIDERS OF THE PROGRAMME

12. Mae'r Cyngor yn argymhell na ddylai bennu pwy yw darparwyr y rhaglenni a addysgir ar gyfer Athro Siartredig. Yn hytrach, ar ôl datblygu'r safonau proffesiynol ar gyfer carreg filltir Athro Siartredig, mater i ddarpar ddarparwyr fyddai datblygu rhaglenni a cheisio achrediad iddynt gan y Cyngor.
13. Fel perchnogion y garreg filltir newydd, byddai'r Cyngor yn disgwyl cymryd nifer o gyfrifoldebau

mewn perthynas â'r Rhaglen Athro Siartredig a'i darparwyr, gan gynnwys:

- datblygu'r safonau proffesiynol ar gyfer carreg filltir Athro Siartredig;
- llunio arweiniad ar gyfer darparwyr ar y rhaglen genedlaethol a'i strwythur posibl;
- cymeradwyo'r darparwyr a fydd yn cyflwyno'r rhaglenni, ar ôl sefydlu meini prawf yn gyntaf ar gyfer cymeradwyo a sicrhau ansawdd.
- llunio arweiniad i gynorthwyo athrawon profiadol wrth ddatblygu eu portffolios tystiolaeth i'w cyflwyno yn erbyn y safonau ar gyfer Athro Siartredig;
- rheoli'r gwaith o asesu ceisiadau am DBA ac DABB ar gyfer athrawon profiadol sy'n gallu dangos eu bod wedi cyflawni'r Safon berthnasol (y llwybr achredu);
- penodi aseswyr cymeradwy a fyddai'n ystyried cyflwyniadau ar gyfer DBA neu DABB (y llwybr achredu).

GWEITHREDU

14. Mae'r Cyngor yn argymhell y dylai cynlluniau peilot llwybr y Rhaglen (a addysgir) a'r llwybr achredu ar gyfer Athro Siartredig ddechrau ym mis Medi 2007.
15. Ar ôl gwerthuso'r cynlluniau peilot, byddai'r rhaglenni Athro Siartredig cyntaf a'r gwaith o baratoi ceisiadau ar gyfer DBA / DABB gan athrawon profiadol (y llwybr achredu) yn dechrau ym mis Medi 2009.
16. Mae'r Cyngor yn argymhell yn gryf y dylai'r Cynulliad sefydlu trefniadau cyllido cenedlaethol ar gyfer athrawon sy'n dymuno ennill statws Athro Siartredig.
17. Rhaid i'r cyllid fod ar lefel ddigonol fel nad oes unrhyw rwystrau i athrawon sy'n bodloni meini prawf cymhwysedd y Cyngor o ddechrau'r rhaglen. Pan gaiff ei gweithredu'n llawn, bydd angen hyd at £2 filiwn y flwyddyn o gyllid gan y Cynulliad i alluogi athrawon sy'n dymuno dilyn llwybr y rhaglen (a addysgir) neu'r llwybr achredu i ennill statws Athro Siartredig i wneud hyn.

CYLLID AR GYFER ATHRO SIARTREDIG

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