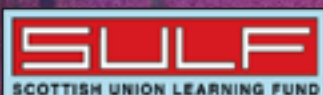




# SULF 7 Project

Partnership through Professional Development



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This is the final report submitted to Scottish Union Learning and the Scottish Government under the EIS SULF 7 Project "Partnership through Professional Development" which ran from November 2008 to March 2011. This report is a summary of the entire EIS SULF 7 Project stating its aims and objectives, the work undertaken during the lifetime of the Project and the conclusions on the success of the Project.

## **Introduction**

The EIS established a network of Learning Representatives (LRs) following the introduction of the 21<sup>st</sup> Century Agreement in 2001 which included a requirement to undertake an additional 35 hours of CPD per annum as a contractual commitment and condition of service for all teaching staff. The role of EIS LR was to give information, advice and support to colleagues on quality CPD opportunities. The aim of the EIS was to have an LR in every school and college in Scotland. A successful bid was made to SULF in 2001 which was used to assist in setting up the Learning Representatives Programme. A Masters level course was established through a partnership with the University of the West of Scotland (previously the University of Paisley) and the first group of authority based EIS LR were accredited in November 2003. The role of the authority based LR was to give advice on CPD opportunities to colleagues in schools across their local authority area. In 2005 the first school LR were developed through an undergraduate course provided by the University of the West of Scotland. This level of course is also undertaken by further education college LR. The fees for the LR courses are met by the EIS and a full-time LR Administrator is employed by the EIS to support all EIS LR. The EIS currently has over 100 LR working across schools and colleges throughout Scotland.

The LR had been widely promoted since inception through the union publications and posters distributed to all schools and colleges on a regular basis but members were not contacting them as often as had been expected. There appeared to be a "disconnect" between the members and the LR with a lack of understanding of their role and how they could assist them with their CPD. There had also been an issue of local authority CPD co-ordinators being unsure of the role of EIS LR and considerable efforts had been made to advise that the LR were added value to the service already being provided by local authority CPD personnel.

In order to improve partnership working with local authorities, promote CPD opportunities and increase the profile of EIS LR a series of small-scale CPD events were held in 2005 and then in 2007 with the assistance of funding from the Scottish Government (previously the Scottish Executive). The events were organised jointly by the local LR and the authority CPD personnel. They agreed

the themes and format most suitable to their individual local authority area to ensure maximum attendance by teachers. These events proved to be very successful both in terms of the numbers of teachers who attended and also in the promotion of CPD and the LRs. The events increased partnership working with local authorities and in turn led to a greater acceptance of the value of LRs by those local authorities as indicated in the independent evaluation of EIS LRs commissioned by the Scottish Executive and carried out by Dr Alex Alexandrou in 2008. They also significantly increased the profile of LRs as they were prominent in the organisation and presentation of the events.

The Review of Scottish Colleges (ROSCO) recommendation that all full-time college staff should fulfil, as a minimum expectation, six days of CPD per year is fully endorsed by the Scottish Government. A pilot CPD event was held in a further education college in 2008 which proved to be very successful and it was clear that a similar model of CPD events could be rolled out across other colleges. The aim was to raise both the profile of CPD and the FE LRs who had a role to play in guiding staff in CPD opportunities.

The research the EIS commissioned showed that the LRs were also still encountering problems in relation to adequate and formal time off, facilities and funded cover arrangements. It was hoped that both through CPD events and the subsequent signing of Partnership Learning Agreements that those issues could be resolved. The SULF 7 Project, "Partnership through Professional Development," aimed to take these two important issues forward which are crucial to the sustainability of the EIS LR programme.

## **Aims of the Project**

The aims of the project were:

- to create a sustainable LRs structure;
- increase the profile of EIS LRs both in schools and colleges;
- to create sustainable long-term relationships with local authorities and FE colleges;
- to engage with and impact on the Scottish Government's Skills and Lifelong Learning Strategy;
- to increase the uptake of professional development activities amongst both teachers and lecturers;
- to help improve the classroom practice of teachers and lecturers through engagement with EIS LRs.

These aims were to be progressed firstly by holding joint CPD Events with each of the bid partners – Anniesland College, Clackmannanshire Council, Fife Council, Orkney Islands Council and Renfrewshire Council. It was also the aim of the project to establish Learning Agreements with each of the bid partners which would ensure continued partnership working and secure time off and facilities for the LRs to carry out their role.

## **Seconded LRs**

An important part of the project was to second two experienced EIS LRs who would become “leading LRs” to work with LRs, local authorities/local associations and colleges in taking the aims forward. Stephen McCrossan, North Lanarkshire LR was seconded for two days per week and Patricia Duncan, Perth & Kinross LR was seconded for one day per week. Stephen McCrossan was appointed as the EIS National Officer for Education and Equality in August 2010 and Patricia Duncan was then seconded for two days per week.

Each seconded LR was allocated a number of local authority areas to cover including further education colleges within those areas. The seconded LRs were key to the project as they were able to advise and support LRs in organising the joint CPD events. The seconded LRs gave advice to local LRs through face-to-face meetings, telephone and email on possible themes and formats for the joint CPD events and sometimes also met with the LRs and the relevant local authority CPD personnel to ensure that the events were organised efficiently and timeously. In one or two cases the meetings with local authority personnel were also important in clarifying the role of LRs and the benefits of working in partnership with the LRs not only in organising CPD events but also in other forms of partnership working. They also attended the majority of the joint events to give support to the local LRs and ensure that the evaluation process was carried out once the appropriate procedures had been put in place.

Another important aspect of the work of the seconded LRs was to try and assist in securing learning agreements with local authorities and further education colleges. They discussed learning agreements with the appropriate EIS personnel and were successful in securing learning agreements with a number of employers.

The seconded LRs were also involved in encouraging members to undertake the appropriate training to become LRs and were able to fill a long-standing LR vacancy within a local authority area. As they had undertaken the LR training themselves, as well as other forms of CPD, they were able to give valuable advice to potential LRs on how to combine undertaking such a rigorous course with other commitments.

The seconded LRs were also involved in assisting setting up a Leadership programme through the Universities of Edinburgh and Glasgow and supported the EIS partnership with the University of Aberdeen.

They were also involved in establishing the LR Group within GLOW, Scotland's national intranet for schools which is used by all 32 local authorities. This Group is used as a resource centre for all EIS LRs as well as featuring discussion forums where LRs can discuss issues relevant to their role and share best practice. The seconded LRs, together with representatives of Learning Teaching Scotland, held training seminars for LRs advising how to navigate the GLOW Group. GLOW is also very important to LRs as it contains important information about CPD which LRs should be aware of and take part in to ensure that their knowledge and skills are kept completely up-to-date. There is also a GLOW Meet facility which allows virtual meetings to take place amongst LRs. All EIS LRs have been given access to the LR GLOW Group and are encouraged to participate on a regular basis. There is also a link to EIS LRs contained within the staffroom section of GLOW which is a valuable promotion of the LRs to teachers throughout Scotland.

### **Evaluation of CPD Events**

CPD events were held with the bid partners:

- Renfrewshire (September 2008), (February 2009), (March 2010);
- Clackmannanshire (March 2009), March 2010);
- Fife (May 2009), (May 2010), (November 2010);
- Anniesland College (February 2010);
- Orkney (March 2010)

It was clear from the number of participants these events were attracting that there was a demand for this type of event and as a result a number of events were organised in other local authority areas and in further education colleges. A total of 23 CPD Events have been held in partnership with local authorities and a further 4 held with further education colleges since the start of the Project. A further 4 CPD events will be held in March 2011 and the evaluation of these events will be included in a supplementary report. These events are being held in North Lanarkshire (15 March 2011); Renfrewshire (22 March 2011), Aberdeen City (26 March 2011) and Clackmannanshire (30 March 2011).

Additional CPD Events were held in Edinburgh, Glasgow, Dundee College, Perth and Kinross, North Lanarkshire, Dumfries & Galloway, John Wheatley College, Motherwell College, Orkney, East/West Dunbartonshire, East Renfrewshire, Argyll & Bute, West Lothian, Shetland College/Shetland Schools.

A total of 1676 teachers attended these CPD Events which were held between February 2009 and October 2010.

The events featured the following themes:

- Professional Recognition/Journey to Excellence/CPD Find (Renfrewshire, September 2008),
- Professional Recognition (Edinburgh, February 2009);
- Curriculum for Excellence (Renfrewshire, February 2009);
- Chartered Teacher Drop in Fair (Clackmannanshire, March 2009);
- Partnership Learning Conference 'Leadership and Learning' (Glasgow, May 2009);
- Excellence in Practice (Fife, May 2009);
- Journey to Excellence (Dundee College, June 2009);
- Drop In CPD Fair (Perth and Kinross, September 2009);
- Leading Learning (North Lanarkshire, October 2009);
- Chartered Teacher – Professional Recognition, Which is Right for Me? (Dumfries and Galloway, January 2010);
- CPD Opportunities (John Wheatley College, February 2010);
- CPD in FE (Anniesland College, February 2010);
- Health and Wellbeing (Orkney, March 2010)
- Partnership Working (Motherwell College, March 2010);
- CFE – Transformational Classroom Leadership (Renfrewshire, March 2010);
- Developing as a Leader (East/West Dunbartonshire, March 2010);

- Teachers as Leaders (Fife, May 2010);
- Curriculum for Excellence (East Renfrewshire, May 2010);
- Positive Steps to Learning (Clackmannanshire, May 2010);
- CFE – Learning and Sharing (Argyll & Bute, September 2010);
- Exploring Professional Development (West Lothian, October 2010);
- Shetland CFE – Senior Phase (Shetland College/Shetland Schools, October 2010);
- What does the Curriculum for Excellence Mean for You (Fife, November 2010)

Some events featured keynote speakers only, others contained a mixture of keynote speakers and practical workshops, two were panel events. All of these events attracted very high profile speakers, some attending more than one CPD event, indicating that the speakers and workshop contributors appreciated the importance of the events in being able to directly reach Scottish teachers and lecturers and be able to discuss important educational issues.

One of the major difficulties of the Project was establishing a workable evaluation of the CPD events. A trial evaluation form was established and distributed at the Edinburgh CPD Event held in February 2009 but this form proved to be too time consuming to complete. Discussion then took place over a period of time as to how to establish a suitable evaluation procedure which would gather the data required. As a result the first 8 events were not evaluated to ascertain the types of CPD participants wished to undertake. A follow-up impact evaluation was however carried out of the events in Fife and Glasgow six months after the events had taken place to find out what CPD participants had undertaken.

21 forms were received from participants who had attended the Fife CPD event in May 2009. 90% of these participants had undertaken CPD following attendance at the CPD event. The types of CPD which had been undertaken included creating a CPD portfolio, Professional Recognition, Curriculum for Excellence, ICT, SQH and digital media.

In terms of impact of undertaking CPD participants stated that this included:

- giving them a wider range of resources to use in the classroom and a wide range of teaching strategies;

- introducing and trying different ideas and evaluating their impact in the classroom and across the school;
- updating knowledge which allowed them to support their pupils better and develop teaching practice.

Participants stated that the CPD event had been inspiring in terms of keynote speaker and workshops; provided a wide range of CPD topics which enabled them to identify those which they required; colleagues from the same school had attended different workshops and then shared information about the workshops in school in-set days.

11 forms were received from participants who had attended the Glasgow CPD event in May 2009. 73% of these participants had undertaken CPD following attendance at the CPD event. The types of CPD which had been undertaken included:

- Diploma in ASN (bilingual learners);
- Citizenship through Curriculum for Excellence;
- leadership course;
- Chartered Teacher programme;
- establishing and leading a departmental formative assessment group and implementation of a Teacher Learning Community on AFL in school.

In terms of impact participants stated that this included:

- providing a new range of skills and affirming professional knowledge;
- becoming more accountable for practices;
- deeper understanding of the role as a teacher;
- broader understanding of many aspects of teaching and learning;
- developing/introducing/implementing educational interventions and understanding better the concerns teachers have in new initiatives as well as how best to address these concerns in terms of CPD.



Participants felt that the CPD event:

- was intellectually stimulating due to the quality of the speakers and the practical workshops;
- gave a much clearer idea of the teacher role for leading learning;
- gave a different perspective of leadership.

It is apparent from these limited responses that if we had been able to fully evaluate these events the results would have proved similar to the ones which were fully evaluated. Those who responded six months after they attended the events clearly stated the impact of undertaking CPD on them both on a professional and personal level.

The problem with the evaluation was resolved by:

- establishing a short, concise initial evaluation form to be completed on the day of the event;
- guidance notes being formulated for LRs on the organisation of events with the importance of the evaluation being stressed;
- a registration form for each event being drawn up which advised potential participants they would be expected to take part in the evaluation process, this information was also contained in the individual emails sent to EIS members promoting the event;
- a SULF information sheet being given out together with the initial evaluation form at the events advising that all responses were confidential and stressing the importance of the evaluation. Participants were also advised that they would be contacted again 4 weeks later regarding the uptake and impact of CPD;
- promotion of the evaluation at the beginning and end of each event with time built in at the close of the event for the initial evaluation form to be completed;
- individual emails being sent to those who had completed the initial evaluation form reminding them that the Project Manager would send the impact evaluation form in 4 weeks both by email to be completed and returned electronically, and also by hard copy with an enclosed reply paid envelope in case participants preferred to complete the form in this way.

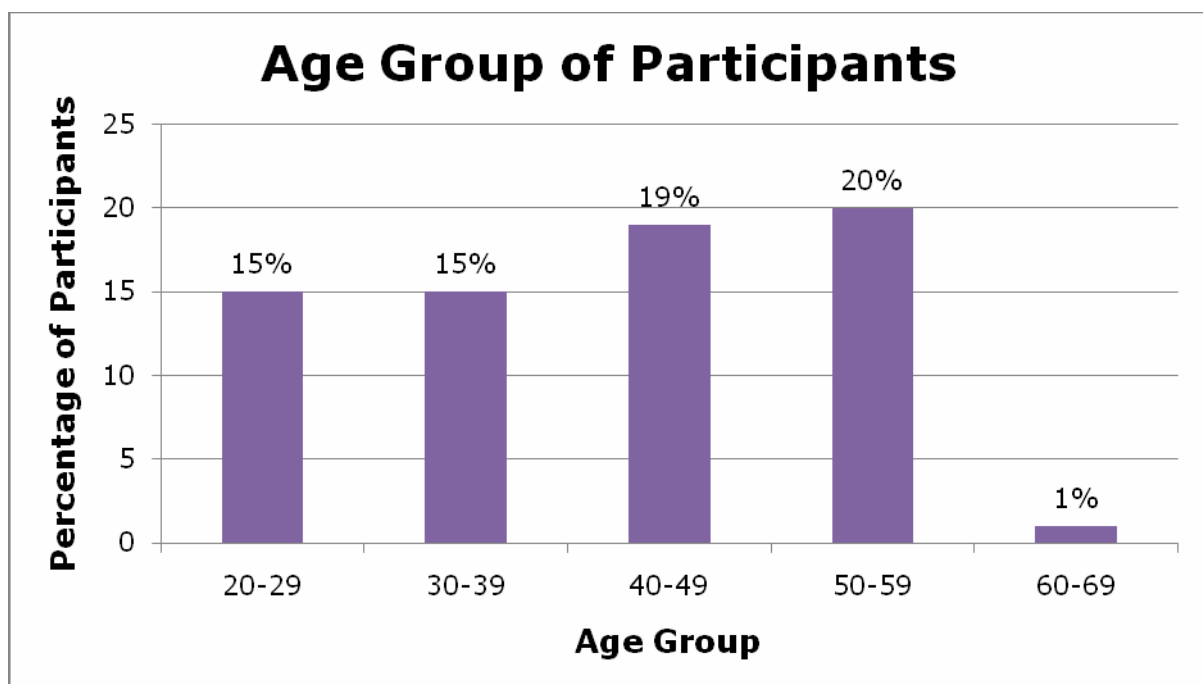
These new procedures were put in place for the Dumfries and Galloway event which was held in January 2010. This new system was very successful with a 91% return rate of the initial evaluation forms and a 71% return of the impact evaluation forms four weeks after the event. As a result, all of the new procedures were applied for each subsequent CPD event.

## CPD Events with Local Authorities

A total of 552 initial evaluation forms were returned from joint CPD events held with local Authorities between January 2010 and November 2010.

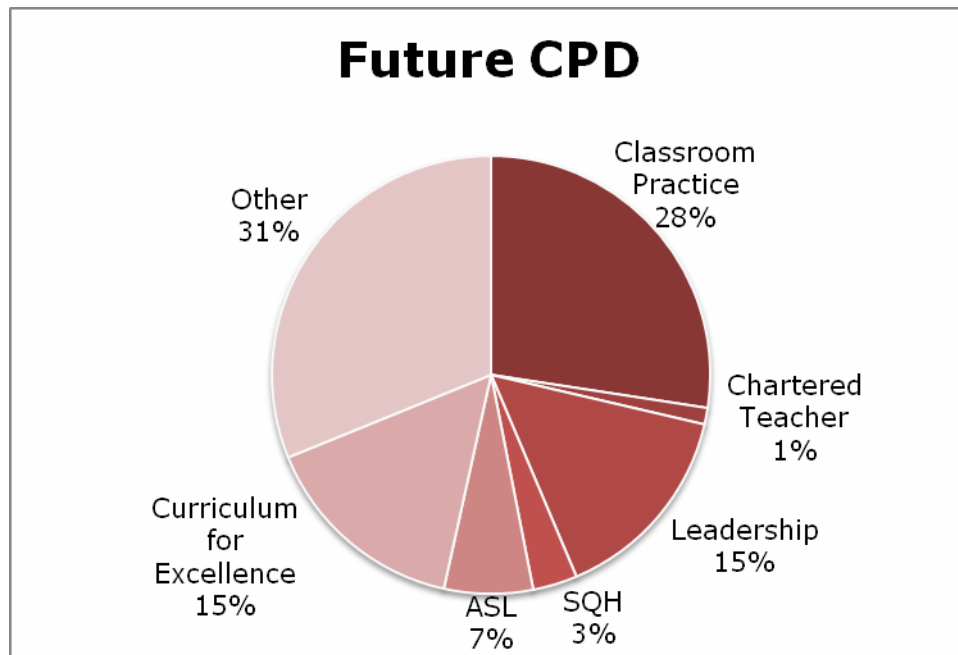
In terms of gender participation at the events, 80% were female and 20% were male.

The age profile of those who attended is indicated in the column chart below. It should be noted that some respondents were not members of the EIS and it was not possible to ascertain their age. Similarly some EIS members had not provided their date of birth. This equates to 30% of the participants.



82% of respondents indicated the CPD event they had attended had raised their awareness of CPD opportunities.

In order to focus participants on types of CPD, the initial evaluation form sought to ascertain if they were interested in undertaking CPD related to Classroom Practice, Chartered Teacher, Leadership, SQH and ASL as these are important to teachers. They were also given the opportunity to advise of any other type of CPD they wished to undertake. The pie chart on page 10 indicates the types of CPD participants wished to undertake.

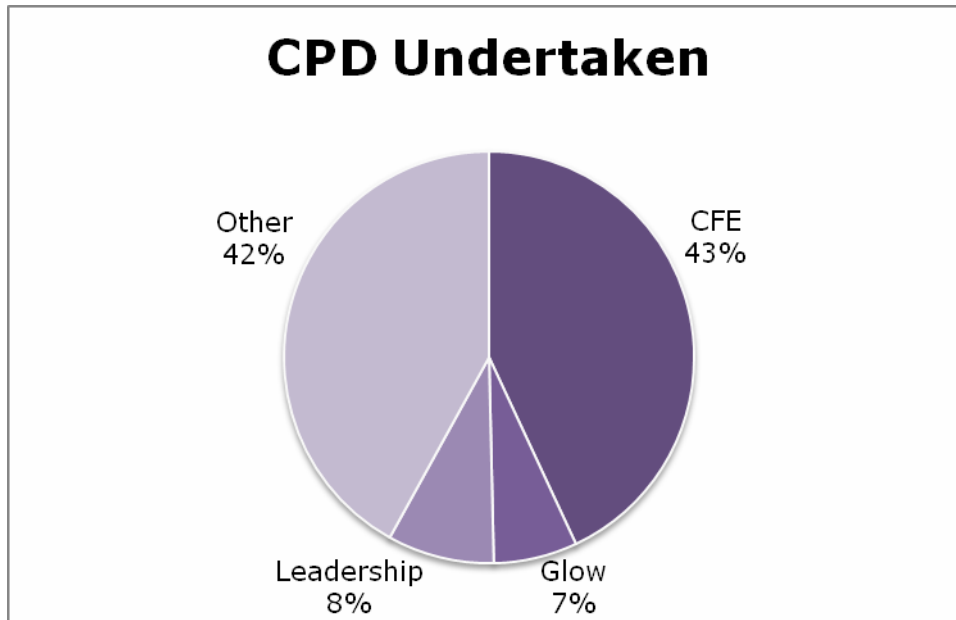


Some of the comments from respondents regarding the CPD events included:

- “interesting, enjoyable and informative;
- a very useful event with practical thought-provoking exercises to help manage stress through understanding sources of stress;
- I came away very positive and keen to progress Chartered Teacher;
- very worthwhile in helping me to make professional development decisions;
- I enjoyed meeting people who are also interested in discussing educational philosophy and practice;
- an excellent event which covered two of the main options open to teachers;
- it was an interesting CPD event due to the quality of the contributors;
- the CPD event was motivating and encouraging, making you realise that you cannot do this all alone and it is good to share practices within school/cluster/Local Authority especially where the same subject could be explored and developed;
- I think it is very important as a supply teacher to keep up-to-date with what is new in schools;

- it has encouraged me to undertake future CPD when suitable courses are available which match areas of interest and my development needs;
- hearing speakers such as Professor Walter Humes is motivating and gives an insight into the broader picture in education;
- valuable opportunity to discuss/share ideas and practice with colleagues from other schools/sectors;
- very informative and helpful in developing Curriculum for Excellence strategies that will be implemented in the classroom;
- I found the CPD sessions very helpful and have used some of the suggestions with my classes;
- it was heartening to see so many teachers of varying ages attending on a Saturday morning;
- the CPD event opened my eyes to some of the ICT resources available and their uses within the classroom, this prompted me to actively seek CPD opportunities;
- the event gave me a greater understanding of CFE and how I can engage with it more in the context in which I teach;
- being a relatively new teacher I found the event to be particularly helpful; the CPD event was an excellent high quality event, meeting other teachers was very useful and presented an ideal opportunity for networking and sharing best practice;
- an excellent event which attracted a number of important figures in education;
- very useful event which encouraged me to shape my teaching and reflect on practice based on CFE;
- I am now aware of on-line CPD opportunities that I can engage with;
- excellent overview of what is possible even for a supply teacher."

The pie chart below indicates the actual CPD undertaken, or due to be undertaken, by respondents when they were surveyed 4 weeks after the CPD event they had attended. 290 impact evaluation forms were received (53% return). 60% of respondents had undertaken CPD following the CPD events.



It is clearly evident from the information provided that the CPD events have had a significant impact in encouraging those who attended to undertake CPD and they are either doing so now or intend to do so in the future. It is also clear that respondents sometimes undertake CPD many months after attending due to intake dates and that attending an event has a long-term impact on their CPD. This may not necessarily even be in the topics covered at the event but the CPD event encourages teachers to think about their career prospects and also how CPD affects them both professionally and personally.

The respondents who did not undertake CPD following attendance at the events gave many reasons for this. These included:

- "no time due to heavy workload;
- too busy at present but considering undertaking SQH in the future;
- new post in a new school so no time to consider CPD at present;
- CPD courses being limited in scope and numbers;
- still to identify possible opportunities;

- I am in a long term temporary post at the present time (supply teacher), this makes it difficult for me to get on CPD courses which are costly to the school;
- financial reasons and childcare issues;
- now that I am on the supply list there is virtually no opportunity for CPD which is why I attended the SULF CPD event;
- lack of variety of courses;
- school has no funds left to pay for CPD courses;
- due to summer holidays however I will be looking to undertake CPD opportunities on the development of CFE when I return to work in the new term;
- been busy with HMI visit and will now look at CPD next term;
- main barrier is time, I find it very difficult to get time in the day for my own learning. Second consideration is finance;
- time constraints but I intend to do some online CPD in the near future."

### **Impact of CPD**

Respondents stated clearly what impact they felt undertaking CPD had brought to them. Comments included:

- "all CPD undertaken so far has contributed to the classroom;
- increased knowledge and feel more comfortable trying new things;
- was feeling restless and believe that CPD will give a good opportunity to re-evaluate teaching and also on a personal level;
- help practice and understanding of children, enable participation in wider school initiatives too;
- further qualifications will lead to better practice and improved delivery of courses;
- the CPD event is still having an impact on the way I am dealing with my stress personally;

- I would hope that research on the causes of workplace stress would result in a better workplace environment for myself, for my staff and the children;
- it is providing me with research knowledge on recent educational developments which will hopefully impact on teaching and learning;
- further familiarisation with Curriculum for Excellence will enhance the learning and teaching opportunities experienced by the children, also sharing ideas about collaborative learning/critical skills with colleagues has had a major impact on my teaching this year;
- this CPD is benefitting the whole school and helps with future planning particularly in early years;
- personally it is helping me understand the outcomes and how these may be progressed;
- a shared interest in improving children's learning experiences is a great way to develop a teacher's range of strategies in any curricular area and gives you a sense of achievement;
- increase my knowledge, skills and confidence in my area of work;
- I enjoy CPD opportunities on a personal level, it gives me the opportunity to learn new skills and on a professional level it helps me to improve my practice;
- so far the CPD I have undertaken has impacted positively on my classroom practice and I have gained a better understanding of the roles of others. I am more equipped to devise strategies for the classroom and adapt to new initiatives – departmental and whole school;
- it makes you reflect more on what you do in class and also take a different view point of your expectation;
- I always find that a good CPD session raises awareness and increases my knowledge and interest;
- personally giving good insight into how you can support/extend childrens learning but still teaching the same area and on a professional level gaining leadership qualities by leading this for parents;

- it is likely to help me improve my teaching in the classroom, it will also form a basis for professional discussion with colleagues and enable me to reflect carefully on my practice;
- this CPD will enable me to use ICT creatively in the classroom to motivate/support to enhance literacy lessons;
- it will develop thinking skills of my pupils, it will help me prepare better group work and my pupils will work more effectively;
- a huge impact both on my confidence in my job and my more in-depth knowledge of some specific learning difficulties;
- CPD ensures that you keep up-to-date with the latest educational thinking and encourages you to review your own teaching practices and strategies. I find it empowering to listen and to share ideas with teachers who, like me, wish to give their pupils the best possible experience in the context of the ever changing demands of today's society."

### **CPD Events with Further Education Colleges**

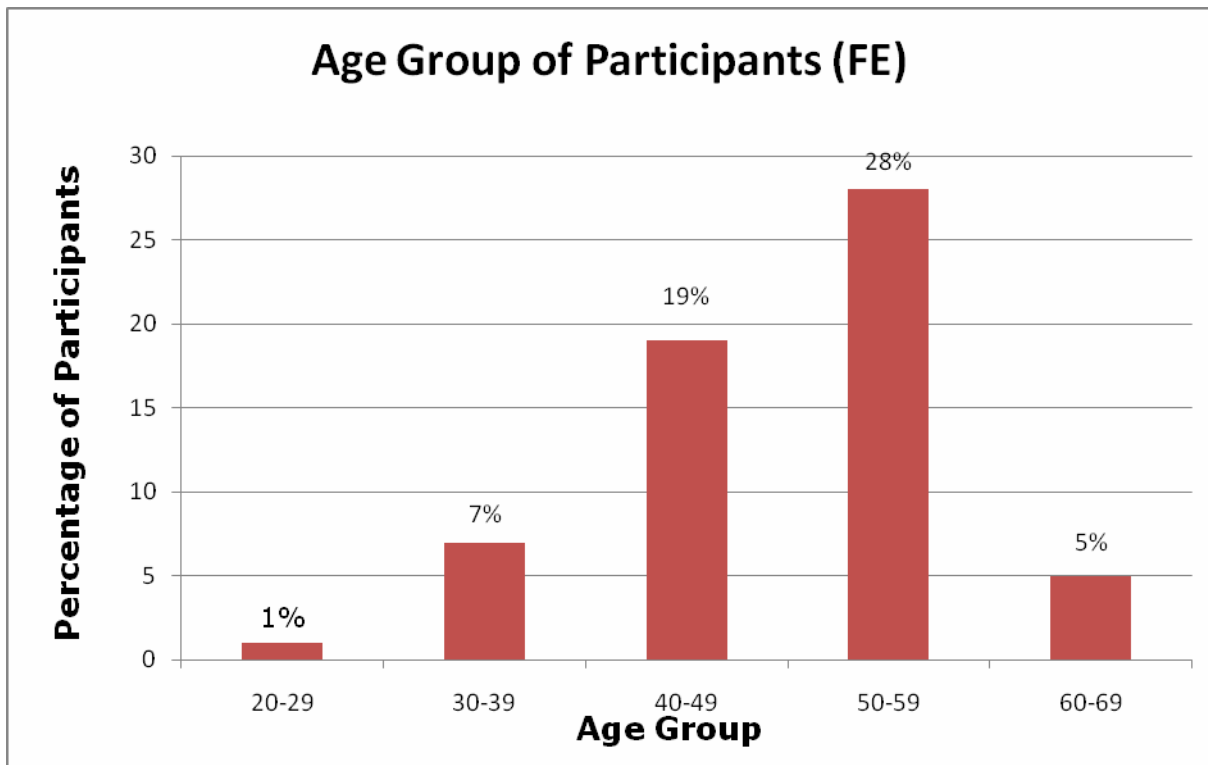
CPD Events were held in partnership with Anniesland College (February 2010), Dundee College (June 2009), John Wheatley College (February 2010) and Motherwell College (March 2010). There was also the first joint college/school event which was held in Shetland in October 2010. Anniesland College was one of the Project bid partners and it was intended to hold a CPD event in that college. Other FE LRs advised that their college managements were interested in holding joint events and as a result an additional 4 events were held with further education colleges. The Dundee College event was not evaluated. A total of 116 college staff attended these events.

A total of 85 initial evaluation forms were returned (75% return).

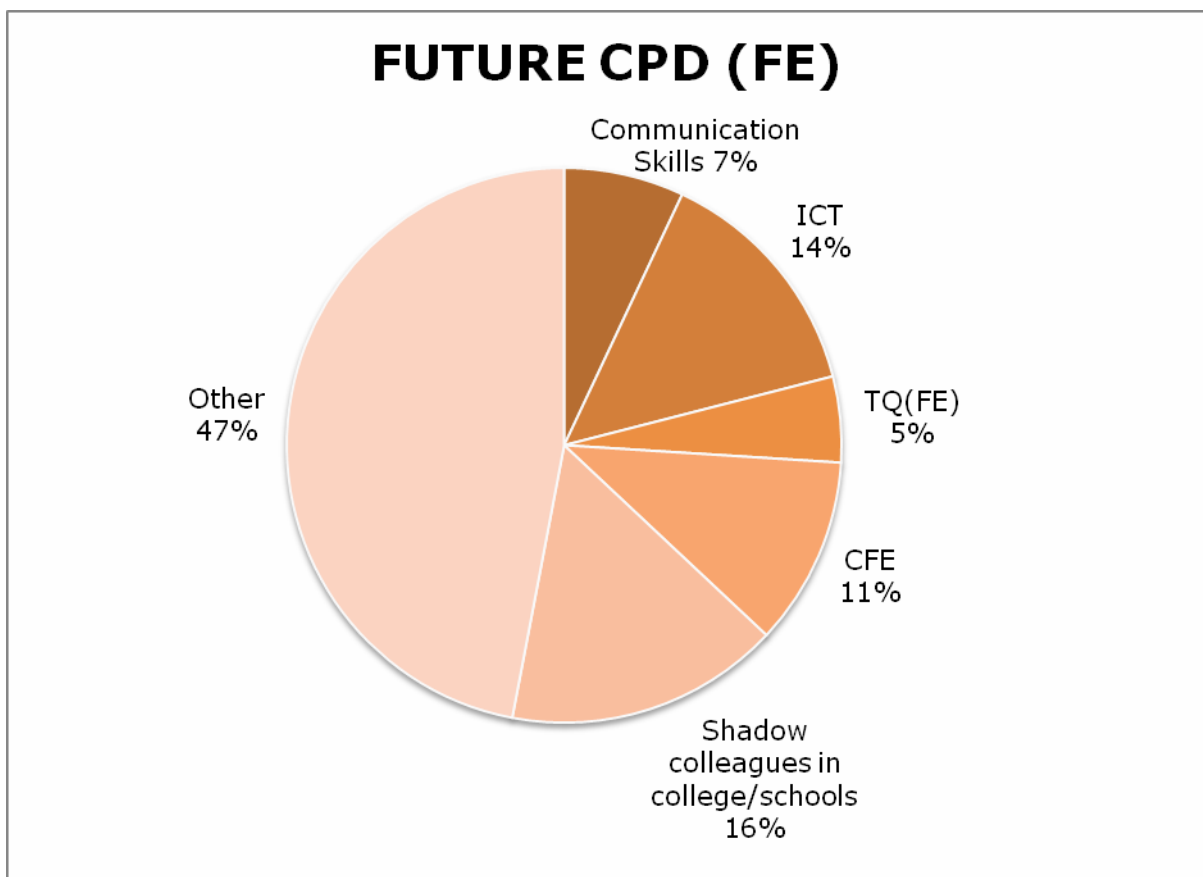
In terms of gender participation at the events, 52% were female, 45% were male. Some respondents did not give their forename on the initial evaluation form and were not members so we could not identify their gender. This equates to 3% of the participants.

The age profile of those who attended is indicated in the column chart on page 16. It should be noted that some respondents were not members of the EIS and it was not possible to ascertain their age. Similarly some EIS members had not provided their date of birth. This equates to 40% of the participants.





The pie chart below indicates the main types of CPD respondents wished to undertake.

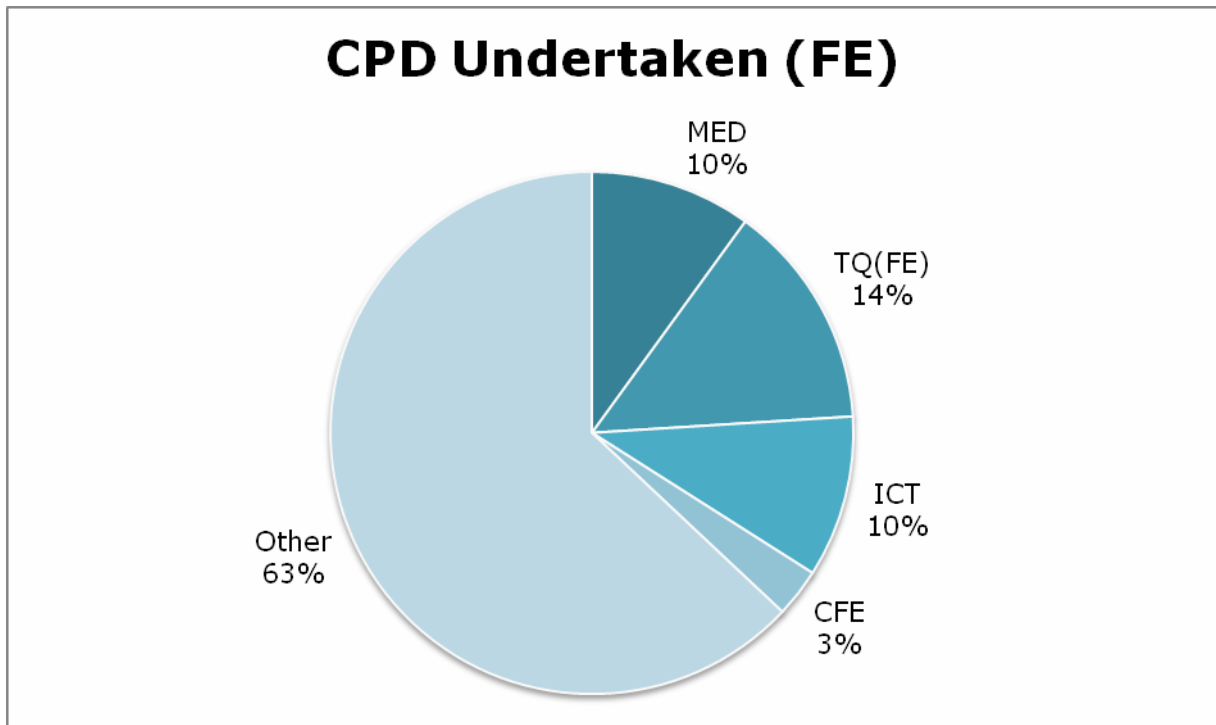


74 (87%) of respondents stated that the CPD events had raised their awareness of CPD.

The other types of CPD respondents wanted to undertake were more diverse than teachers. These included:

- Masters degree in education;
- updating skills;
- change in SQA policies;
- unit writing (SQA);
- design and development of curriculum;
- course review and innovative practice;
- strategic/operational planning of the college;
- child protection;
- presentation skills;
- young people;
- early education;
- assertiveness training;
- conflict management;
- community based adult education;
- coping with violence in the classroom;
- more knowledge/understanding of partnership working.

53 impact evaluation forms were received (61% return). 55% of respondents had undertaken CPD following the CPD events.



The other types of CPD undertaken by respondents included:

- Wella Trend Vision Show;
- part-time hairdressing cutting course;
- lash perfect;
- personal licence holder;
- e-learning alliance workshops;
- international accounting standards seminar;
- counselling;

Some of the comments from respondents regarding the CPD events included:

- "very informative and worthwhile;
- found the session very informative and thought-provoking;

- workshops encouraged interesting debates;
- enjoyed speakers' input which I found helpful and informative;
- shared information with colleagues in discussion;
- the discussion at the end regarding partnership working I will follow up with a dissemination of the information in college."

### **Partnership Learning Agreements**

The EIS had secured varying amounts of time off for LRs to carry out their role through discussions between the relevant EIS personnel and local authorities or college managements. Time off for multi-establishment LRs (formerly authority based LRs) also in some instances included facility arrangements. Some employers had not agreed to time off and there was also still a problem in some local authority areas with regard to funded cover for LR time off which had been agreed. These issues were making it difficult for the LRs to fully undertake their role and make contact with teachers and lecturers regarding their CPD requirements.

A Partnership Learning Agreement was established with Aberdeenshire Council in 2005 which set out how the Authority and the EIS would work together on the learning agenda and also secured time off and facilities for LRs. An additional three learning agreements were in place at the beginning of the Project in 2008. These were with Moray Council (2008); North Ayrshire Council (2005) and Scottish Borders (2005). These agreements were proving to be useful in building partnership working with local authorities and it was clear that securing these in other local authority areas and further education colleges would be beneficial. A model learning agreement to be negotiated with local authorities was drawn up and circulated to EIS local association secretaries in October 2008. A model FE learning agreement was also drawn up and circulated to EIS college branch secretaries in September 2010.

It was envisaged that through the Project, discussions would initially take place with local authorities and further education colleges who had agreed to hold joint CPD events.

In terms of the bid partners a learning agreement was established with Fife Council in 2009. Discussions are on-going with Clackmannanshire Council and it is anticipated that a learning agreement will be established in the near future. The issue of a learning agreement will be raised with Anniesland College at a more opportune time as other issues are currently dominating discussions within the College. Similarly it has not been possible to progress discussions on a learning agreement with Orkney Council or Renfrewshire Council due to more pressing issues.

Learning Agreements were established with:

Angus Council (2010);

East Ayrshire Council (2009);

East Dunbartonshire Council (2009);

East Renfrewshire Council (2009);

North Lanarkshire Council (2009);

West Dunbartonshire Council (2008).

With regard to local authorities which had held joint CPD events with the EIS through the SULF project, discussions are on-going with Argyle and Bute Council, Edinburgh Council and Perth and Kinross Council. It is hoped that discussions can take place with Dumfries & Galloway Council regarding a learning agreement when other pressing issues have been resolved.

In terms of further education colleges, learning agreements had been established with Glasgow Metropolitan College and Dundee College a number of years ago. As a result of the joint CPD event held with Shetland College/Shetland schools in October 2010 a learning agreement was signed with Shetland College in January 2011.

Discussions are on-going in John Wheatley College, Motherwell College and Reid Kerr College regarding a learning agreement. Two of the colleges were involved in joint CPD events through the Project and discussions are taking place on holding a CPD event in the third college.

It is evident that there is a link between holding joint CPD events working in partnership with local authorities and further education colleges and the establishment of, or at least commencing discussions on, learning agreements.

## **Conclusions:**

The evidence provided within this report clearly indicates that the SULF 7 Project has been successful and, in the main, the aims of the Project have been achieved. The EIS was successful in obtaining an additional £10,000 from SULF in September 2010 to take forward further CPD events and negotiate learning agreements with further education colleges.

The joint CPD events held with local authorities and further education colleges raised the profile of EIS LRs. In many cases the LRs were named as the contact to register for the events, this was included in the individual emails inviting EIS members to attend and on the promotional posters displayed in schools and colleges to encourage all teachers and lecturers to attend. The LRs spoke at the start of each event introducing their role and how they can assist colleagues with CPD. It was clear to participants that the LRs had been heavily involved in the organisation of the events and the fact that the union was working jointly with the employer to stage the events was a very good example of partnership working. The high quality of contributors to all of the events was an important factor in getting people to attend and a great deal of the credit for this in a number of cases rests with the local LRs who, with assistance and guidance from the seconded LRs, identified the best themes and speakers/contributors. The lack of contact for LRs in schools and colleges was identified earlier in the report as being of concern and the CPD events have significantly improved their profile and increased contact both at the event and subsequently.

The joint CPD events have increased partnership working with local authorities and further education colleges. It is important that the events themselves were not seen as the only part of partnership working. The relationship between LRs and employers varies from local authority to local authority and from college to college. It was easier to get agreement to work jointly with some employers than others as expected but once the discussions about events got underway the working relationships improved and the sharing of ideas displayed the common areas of agreement on what teachers and lecturers want in terms of their CPD. It is important that we maintain sustainable long-term relationships with both local authorities and FE colleges. This Project provided the first joint further education college and schools CPD event held in the Highlands and Islands. This event worked well with the local LRs working closely together to identify the issues relevant to colleagues in schools and colleges with regard to Curriculum for Excellence. The event attracted a strong panel of contributors with representation which was both local and national. This event also featured a CPD Meet on GLOW which meant that teachers and lecturers who were not able to attend on the day could view proceedings on-line. Eight colleagues attended on-line from Highland, Orkney Islands and West Lothian and they too were able to ask questions of the panel members. This event successfully met the additional

challenge of obtaining such contributors to the more remote or rural parts of Scotland.

The events could not have been held in the form they were without the assistance of SULF funding. These events were high profile and attracted large numbers of participants. The popularity of the events in many cases led to more than one event being held in a particular local authority area. In terms of the bid partners, 2 events were held with Clackmannanshire Council (with a third being held on 30 March 2011); 3 events were held with Renfrewshire Council (with a fourth event being held on 22 March 2011), 3 events were held with Fife Council, 1 event was held with Orkney Islands Council and 1 event was held with Anniesland College. The EIS will seek to continue working with the project partners and others to hold more CPD events. It is likely that these will have to be smaller events but it is important that they do continue.

The evidence gathered clearly indicates that the Project has both raised awareness of CPD opportunities and has increased the uptake of CPD by teachers and lecturers. This has been achieved through the profile and quality of the joint CPD events which have been held. The format and content of the events were imaginative and relevant and have encouraged participants to either undertake CPD they had already considered or undertake types of CPD they may not have been aware of. The numbers who have undertaken CPD are high and the types of CPD are varied. It cannot be underestimated how important these events have been in also providing a networking opportunity for participants. This implies particularly to the events held with local authorities as the teachers who attended were from different schools within the area and would not normally get the opportunity to meet with their colleagues and discuss issues relevant to education. The events have provided valuable information and motivation.

The impact on those who have undertaken CPD is stated within the evidence gathered. This impact is not only on a professional level thereby improving the classroom practice of teachers and lecturers but also on a personal level. Respondents were clear that CPD had increased their confidence generally which also impacts on the pupils and students they teach now and in the future. Some of the events not only raised awareness but also provided in-depth knowledge of how to assist pupils with specific learning difficulties. Respondents indicated that this type of information is not always readily available to them and the events have played an important role in ensuring that those who attend are able to consider different types of practice which will benefit their pupils.

Within the further education sector also the events have raised awareness and uptake of CPD. The types of CPD being undertaken in this sector are very varied and diverse. The events provided an opportunity for colleagues to network and discuss issues both on a one-to-one basis and within the discussions which took place as part of the events. One of the interesting pieces of evidence gathered in

terms of types of CPD respondents wished to undertake was the number of lecturers who wished to shadow colleagues either within their own establishment or another college or school. It is hoped that we can continue to hold more CPD events within other further education colleges to build partnership working with the employer and raise awareness and uptake of CPD.

With regard to Learning Agreements, at the start of the Project the EIS had four learning agreements in place with local authorities and two with further education colleges. There are now an additional six learning agreements in place with local authorities and an additional one learning agreement with a further education college. Considerable attempts were made to secure learning agreements with all the project bid partners but this proved not to be possible for various reasons. The main reason was due to changes within education during the lifetime of the Project which pushed the negotiation of learning agreements further down the agenda for EIS Local Association Secretaries and also Branch Secretaries in further education colleges. It is a significant achievement to have secured the additional learning agreements and discussions are also still on-going with three local authorities and three further education colleges. It is evident that working in partnership with local authorities and further education colleges over the joint CPD events have not only raised awareness and uptake of CPD but assisted in either securing learning agreements or commencing discussions on learning agreements. Learning agreements are important to the sustainability of EIS LRs as they not only secure time off and facilities for them to carry out their role but also set out how the employers and the union will work together on the CPD agenda. The work on trying to secure further learning agreements will continue with local authorities and further education colleges where discussions have commenced and also with others. It will not be easy to achieve this in the current challenging climate but efforts have to be made to try to do so.

The Project has been successful to an extent in creating a sustainable LRs structure. The profile and contact with LRs has been substantially improved due to the work they have undertaken with employers. Partnership working with employers has improved and it is clear from the number of additional CPD events which were held that the employers are aware of the benefits of working with LRs on the CPD agenda. The negotiation of learning agreements will assist with this partnership working and the promotion of CPD.

The EIS will continue to try and recruit new LRs as part of succession planning. A number of EIS LRs have either retired or will retire within the near future. There is also the likelihood of losing LRs through voluntary severance or redundancy within local authorities and further education colleges. It is vital that the EIS attracts younger members to undertake the training provided by the union to sustain and increase the number of LRs over the next few years. To this end a new short on-line LR Introductory Course is being piloted in 2011 which will aim to give participants information about the role of EIS LRs; discuss how CPD and



lifelong learning is a union issue; consider the EIS approach to CPD and lifelong learning; start to consider how involvement with CPD and lifelong learning will assist workplace colleagues; explore issues around learning and equality and in particular identify any barriers to participating in learning; find out how the EIS promotes CPD and lifelong learning in schools and colleges and start to prepare for the EIS Learning Representative course provided by the University of the West of Scotland.

It is hoped that the new Introductory Course will attract more members interested in finding out about the role of LRs and, having done so, go on to train to become LRs.

Finally, we would like to express our sincere gratitude to the late Thomas Walker, Development Officer with Scottish Union Learning, who worked with us throughout the Project. His enthusiasm, commitment, guidance and support were second to none and his contribution to the success of the Project cannot be underestimated.

**LYN MCCLINTOCK**

**EIS SULF 7 PROJECT MANAGER**

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