Learning Reps

Professional Learning
Help / Advice / Info

EIS Learning Representatives

STANDARDS

1. Promoting learning

1.1. Promoting the value of professional learning within educational establishments

1.2. Supporting local and national policies, initiatives and campaigns which promote the provision of high quality learning opportunities for teachers and lecturers

2. Developing a learning agenda and strategy for the promotion of learning

2.1. Consulting with colleagues on professional learning needs and the provision of learning opportunities

2.2. Obtaining and summarising information to support the development of a strategy for professional learning

2.3. Monitoring and reviewing the implementation of strategies and policies designed to promote professional learning

3. Supporting colleagues in planning and managing their learning and development needs

3.1. Supporting colleagues to identify professional learning needs

3.2. Supporting colleagues to develop professional learning plans

3.3. Advising and supporting individuals in managing their own learning

3.4. Assisting in reviewing progress

4. Enabling teachers and lecturers to access professional learning opportunities and resources

4.1. Obtaining and providing information on professional learning opportunities

4.2. Supporting and encouraging teachers and lecturers in accessing professional learning opportunities

4.3. Developing an awareness of the range of professional learning opportunities

1.1 Promoting the value of professional learning within educational establishments

Criteria

Maximising opportunities with appropriate personnel to discuss existing and new learning opportunities, resources and examples of good practice.

Making suggestions of ways to promote and improve professional learning opportunities.

Taking opportunities to describe EIS initiatives to appropriate personnel.

Advising colleagues and members about any proposed or actual changes in learning opportunities and resources available to them.

Keeping up to date with examples of good practice in the provision of learning opportunities and resources.

Talking with colleagues regularly and seeking their views on important issues involving professional learning.

Encouraging colleagues to identify the connections between professional learning, educational developments, good practice, salary enhancement and leadership opportunities.

Range

People who may assist in keeping you up to date with good practice will include:

- Other learning representatives
- Teachers in formal leadership roles
- Teachers in informal leadership roles
- Professional learning co-ordinators
- Local authority or college professional learning leads.

Methods to promote learning could include:

- Meetings and discussion groups
- Establishment professional learning events
- Newsletters, websites, notice boards, electronic media.

1.2 Supporting local and national policies, initiatives and campaigns which promote the provision of high quality learning opportunities for teachers and lecturers

Criteria

Keeping up to date with relevant information about learning opportunities.

Consulting with colleagues regularly on policies and priorities for developing learning opportunities.

Actively and positively promoting the role of Learning Representatives with colleagues and management.

Briefing and advising those involved in negotiations about relevant learning and development issues and providing them with accurate information.

Supporting EIS policy and guidelines on professional learning, including partnership learning agreements.

Ensuring that the advice and information given conforms to EIS policy and does not compromise the standing or credibility of the EIS.

Obtaining relevant information and publicity material and passing these on to colleagues.

Keeping colleagues up to date on the progress and results of any initiatives the EIS is supporting, local and national professional learning developments, etc.

Range

Sources of relevant information will include:

- Colleagues and members
- EIS national website
- Other websites e.g. Education Scotland, GTCS
- EIS literature, e.g. e-bulletins
- Full-time EIS officers
- F&HE institutions and other training providers
- Specialist publications
- National, local authority and establishment policies.

2.1 Consulting with colleagues on professional learning needs and the provision of learning opportunities

Criteria

Keeping in touch and consulting with colleagues and encouraging participation in learning.

Using methods to consult with colleagues which are democratic and relevant to the educational establishment, and the needs of particular interest groups.

Working out what resources (including time, funding, equipment and administrative costs) are needed to maintain the role of the Learning Representative, listing any requirements clearly and advising appropriate EIS personnel.

Keeping in regular contact with the officers of the EIS local association or college branch to keep them up to date with information about professional learning developments.

Range

Sources of information about methods of consultation and participation:

- EIS sources
- Journals and publications dealing with professional learning
- Online sources.

Methods of consultation and participation will include:

- Union meetings and discussion groups
- Newsletters and other EIS publications
- Online tools, e.g., Survey Monkey.

2.2 Obtaining and summarising information to support the development of a strategy for professional learning

Criteria

Sourcing relevant information which will be useful in supporting discussions with union representatives or appropriate establishment or local authority advisers.

Consulting information sources regularly and noting down any important details and references.

Seeking out valid and relevant information, analysing and summarising it for future use.

Consulting regularly with EIS colleagues, other Learning Representatives and full-time officers and finding out what agreements about learning access and resources are being made available locally and nationally.

Advising appropriate EIS colleagues or local and national EIS officers of information to assist in national or local negotiations for learning.

Range

Information is available from:

- EIS sources
- National agencies
- Local authority and establishments
- Specialist journals
- Online sources.

The type of information needed may include:

- National, local authority or establishment attitudes in developing professional learning agenda
- National, local authority or establishment priorities in the development of professional learning
  Precedents and practices in other employment.

Specialist information is available from:

- Full-time EIS officers
- Trade union and other research and information bodies
- Online sources.

2.3 Monitoring and reviewing the implementation of strategies and policies designed to promote learning

Criteria

Reviewing how policy to promote professional learning is being implemented.

Assessing progress and quantifying achievements and passing the information on to appropriate EIS colleagues.

Noting and highlighting persistent and/or repeated problems in implementing strategies and policies.

Identifying cases where it appears that the strategies or policies are insufficient to meet the aims and objectives or needs of learners.

Consulting with EIS colleagues about the implementation of policy to promote learning, and answering any related enquiry as fully and accurately as possible.

Range

People who would be interested in information about implementation will include:

- Colleagues
- EIS officers
- Establishment SMT
- Co-members of local authority professional learning steering groups.

3.1 Supporting colleagues in identifying their professional learning needs

Criteria

Checking and clarifying with colleagues their views about their needs and types of learning opportunities they need.

Giving clear and relevant information in a way which enables colleagues to make informed decisions about their needs.

Identifying learning needs which are based on valid and reliable judgements of all relevant information.

Making suggestions about learning needs and a plan of action for achieving them, possibly based on PRD documentation.

Discussing and suggesting ways of meeting learning needs which take into account colleagues' personal circumstances.

Making and keeping records of help you have provided.

Range

Identifying needs may involve looking at:

- Learning aims and needs
- Learning styles
- Professional learning needs
- Personal aspirations.

It may be necessary to give colleagues information about:

- Possible types of professional learning opportunities
- Qualifications or certification available
- Support and resources available
- Costs and funding available
- Types of learning methods available or used on different programmes
- Possible tools, including online tools, to help self-evaluation.

Colleagues' personal circumstances may include:

- Availability of time and finances
- Barriers to participation in learning opportunities.

Appropriate people to whom to pass on suggestions may include:

- Other EIS Learning Representatives
- Other EIS representatives at a local or national level.

3.2 Supporting colleagues in developing professional learning plans

Criteria

Offering guidance and support in a way which encourages the self-development and independent decision making of colleagues.

Developing, with colleagues, a realistic plan which identifies the objectives to be achieved.

Identifying, with colleagues, the most appropriate way to put the plan into action.

Estimating the resources that will be required to put the plan into action and identifying how the resources will be obtained.

Promoting equality of opportunity.

Range

Learning plans may cover:

- Types of learning and development
- Quantity of learning and development
- Delivery methods
- Resources
- Timescales
- Impact
- Support available for learners.

Resources to put the plan into action may include:

- People and organisations who will be involved
- Funding the plan
- The time needed
- The facilities needed.

3.3 Advising and supporting individual colleagues in managing their own learning

Criteria

Providing accurate information and advice to colleagues about the skills and resources they will need to manage their own learning.

Explaining the level of on-going support which will be available to colleagues in managing their own professional learning.

Referring colleagues to other sources of support when required.

Giving advice which is impartial and takes into account personal circumstances where appropriate.

Giving support in a way which encourages the self-development and independent decision making of learners.

Exploring any difficulties which learners are having in managing their professional learning and providing appropriate advice.

Range

Advice and support will be required on:

- Meeting learning objectives
- Using available resources
- Overcoming obstacles
- Choices of learning methods
- The range of possible learning opportunities
- Progression and qualification routes.

Other sources of support will include:

- Other colleagues
- Other people who have specialist skills or interests
- Services offered by local authority or establishment advisers

Advice will be impartial in relation to:

- Age
- Disability, including learning difficulties
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Contractual working time
- Workplace related issues.

3.4 Assisting in reviewing learners' progress

Criteria

Helping colleagues to assess their progress.

Encouraging colleagues to feel comfortable in expressing their views on their progress.

Identifying new learning needs, aspirations and objectives.

Identifying changes needed to learning programmes.

Making and keeping records of the help given to learners.

Range

Information required may include:

- The principles and purpose of reviews
- Ways to encourage individuals
- Interview and discussion techniques
- How to give constructive feedback
- Methods of establishing learning objectives.

4.1 Obtaining and providing information on professional learning opportunities

Criteria

Finding out what information is available and where it can be accessed.

Identifying people who can provide information on a regular basis and asking for details which are useful for the educational establishment.

Identifying the features and details of professional learning opportunities which are available.

Setting up a system to store and classify information and keeping it up to date.

Regularly updating any notices and posters or electronic communication and removing any information which is no longer relevant.

Making sure that any information given is accurate and current.

Passing on requests and queries to people who can provide advice if not immediately available.

Range

Sources of relevant information will include:

- EIS national website
- Colleagues and members
- Other websites e.g. Education Scotland, GTCS
- EIS literature
- EIS officers
- F&HE institutions and training providers
- Specialist publications
- National, local authority or establishment policies.

Features and details of learning opportunities may include:

- Registering interest and gaining access
- Time and place

- Mode of delivery
- Learning methods used
- Support required, e.g. co-ordination of timetabling for collaboration, etc.
- Costs
- Accreditation.

Passing information onto people may involve:

- Telling people individually
- Addressing small groups
- Posting information on notice boards
- Publishing information or articles in newsletters
- Publishing information, posters or articles online.

It may be necessary to pass on requests and queries to people like:

- Other colleagues
- Professional learning advisers.

Information may need to be obtained, stored and passed on:

- Electronically using internet technology
- Non-electronically
- In compliance with relevant data protection legislation.

4.2 Supporting and encouraging teachers and lecturers in accessing learning opportunities

Criteria

Identifying barriers in access to professional learning opportunities and finding ways to overcome the barriers.

Encouraging and supporting colleagues who are not becoming involved in active learning.

Giving accurate and up to date information so that colleagues can make informed decisions about learning opportunities and possible qualification routes.

Providing colleagues with impartial information which is based on the opportunities available, any constraints and the individual's preferences.

Promoting equality of opportunity in accessing learning opportunities.

Suggesting learning opportunities which take account of previous learning and experience and advising on a suitable learning route.

Acting on behalf of colleagues through appropriate trade union channels to resolve problems of gaining access to learning opportunities.

Range

Barriers in access to professional learning opportunities may include:

- Delivery methods
- Location
- Transport
- Equipment (e.g. access to computers or the internet)
- Lack of support for people with disabilities
- Lack of support for people with family or caring responsibilities (e.g. childcare facilities)
- Lack of skills e.g. ICT skills
- Social factors (e.g. family commitments)
- Cost
- Timetabling constraints.

Information provided will be impartial in relation to:

- Age
- Disability, including learning difficulties
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Contractual working time
- Workplace related issues.

It may be required to exchange information:

- Using paper-based communication
- Electronically (e.g., internet, intranet)
- By telephone
- In person one to one
- In person to a group.

4.3 Developing an awareness of the range of professional learning opportunities

Criteria

Identifying the range of professional learning opportunities and resources available locally.

Identifying areas where there are no learning opportunities and new opportunities are needed.

Suggesting changes to existing opportunities and proposing new opportunities and resources to meet identified needs.

Suggesting ways in which access to learning opportunities could be improved.

Monitoring the use of Professional learning opportunities and seeking feedback on the quality of their learning experience.

Advising appropriate EIS officers and officials of the outcome of the feedback and any problems identified.

Range

Professional learning opportunities and resources may include:

- Experiential, action or enquiry-based learning
- Activity related to achieving national GTCS standards
- Self-evaluation and personal reflection including preparation for the professional review and development (PRD) meeting
- Subject-based activities including involvement with professional bodies and associations
- Attendance at in-services, professional or academic conferences
- Membership of school committees or working groups
- Developing school, local authority and national policies
- Visits to and from colleagues in other schools
- Collaborative, co-operative or team teaching
- Lesson observation and analysis
- Secondments
- Focused professional dialogue, reading or research

- Peer support, mentoring or coaching colleagues
- Curricular planning/development
- Leadership development opportunities
- Teacher placements
- Working with others, including as part of inter-agency teams involving colleagues from social work, health service, etc
- Working with parents and carers.

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