

LEARNING REPRESENTATIVE STANDARDS

List of Standards

1. Promoting learning

- 1.1. Promoting the value of CPD and lifelong 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 CPD and lifelong learning needs and the provision of learning opportunities
- 2.2. Obtaining and summarising information to support the development of a strategy for CPD and lifelong learning
- 2.3. Monitoring and reviewing the implementation of strategies and policies designed to promote CPD and lifelong learning

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

- 3.1. Supporting colleagues to identify learning and CPD needs
- 3.2. Supporting colleagues to develop CPD and 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 CPD and lifelong learning opportunities and resources

- 4.1. Obtaining and providing information on CPD and lifelong learning opportunities
- 4.2. Supporting and encouraging teachers and lecturers in accessing CPD and lifelong learning opportunities
- 4.3. Developing an awareness of the range of CPD and lifelong learning opportunities

1.1 Promoting the value of CPD and lifelong learning within educational establishments

Criteria	Range
<p>(a) maximising opportunities with appropriate personnel to discuss existing and new learning opportunities, resources and examples of good practice</p> <p>(b) making suggestions of ways to promote and improve CPD and lifelong learning opportunities</p> <p>(c) taking opportunities to describe EIS initiatives to appropriate personnel</p> <p>(d) advising colleagues and members about any proposed or actual changes in learning opportunities and resources available to them</p> <p>(e) keeping up to date with examples of good practice in the provision of learning opportunities and resources</p> <p>(f) talking with colleagues regularly and seeking their views on important issues involving CPD and lifelong learning</p> <p>(g) encouraging colleagues to identify the connections between CPD, educational developments, good practice, salary enhancement and promotion opportunities</p>	<p>1. People who may assist in keeping you up to date with good practice will include:</p> <ul style="list-style-type: none">• other learning representatives• teachers in formal leadership positions, including Chartered Teacher• teachers in informal leadership positions• SMT CPD Co-ordinators <p>2. Methods to promote learning could include:</p> <ul style="list-style-type: none">• meetings and discussion groups• establishment CPD events• articles in newsletters/websites• other EIS/LA information• electronic media• notices <p>3. Information may need to be obtained and made available:</p> <ul style="list-style-type: none">• electronically using internet technology, including GLOW groups• non-electronically

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

Criteria	Range
<p>(a) keeping up to date with relevant information about learning opportunities</p> <p>(b) consulting with professional and EIS colleagues regularly on policies and priorities for developing learning opportunities</p> <p>(c) actively and positively promoting the role of learning representatives with colleagues and management</p> <p>(d) briefing and advising those involved in negotiations about relevant learning and development issues and providing them with accurate information</p> <p>(e) supporting EIS policy and guidelines on CPD and lifelong learning, including partnership learning agreements</p> <p>(f) ensuring that the advice and information given conforms to EIS policy and does not compromise the standing or credibility of the EIS</p> <p>(g) obtaining relevant information and publicity material and passing these on to colleagues</p> <p>(h) keeping colleagues up to date on the progress and results of any initiatives the EIS is supporting, CfE, partnership programmes of study , etc.</p>	<p>1. Sources of relevant information will include:</p> <ul style="list-style-type: none">• colleagues and members• EIS national web-based infrastructure• Websites e.g. EIS, HMIE/Education Scotland, incl. GTCS, CPD Scotland• EIS literature• full-time EIS officers• F&HE institutions and training providers using CPDFind• specialist publications• national/local authority/establishment policies• CPD Glow Groups <p>2. Policies and priorities might include:</p> <ul style="list-style-type: none">• local authority training and education provision• educational and training legislation• EIS policies, e.g. leadership• National/local authority/establishment policies e.g. Learning Rounds, Communities of Practice.

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

Criteria	Range
<p>(a) keeping in touch and consulting with colleagues and encouraging participation in learning</p> <p>(b) using methods to consult with colleagues which are democratic and relevant to the educational establishment, and the needs of particular interest groups</p> <p>(c) 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</p> <p>(d) keeping in regular contact with the officers of the EIS local association or branch to keep them up to date with information about learning and CPD developments</p>	<p>1. Sources of information about methods of consultation and participation:</p> <ul style="list-style-type: none">• EIS sources• journals and publications dealing with CPD/lifelong learning• sources available through Information and Communication Technology <p>2. Methods of consultation and participation will include:</p> <ul style="list-style-type: none">• union meetings, discussion groups• newsletters and other EIS publications• Information and Communication Technology (GLOW groups, online surveys, etc)

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

Criteria	Range
<p>(a) sourcing relevant information which will be useful in supporting discussions with union representatives or appropriate establishment/local authority advisers</p> <p>(b) consulting information sources regularly and noting down any important details and references</p> <p>(c) seeking out valid and relevant information, analysing and summarising it for future use</p> <p>(d) 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</p> <p>(e) advising appropriate EIS colleagues or local and national EIS officers of information to assist in national or local negotiations for learning</p>	<p>1. Information is available from:</p> <ul style="list-style-type: none">• EIS sources• national agencies• local authority/establishments• specialist journals• Information and Communications Technology (e.g. internet, intranet) <p>2. The type of information needed may include:</p> <ul style="list-style-type: none">• national/local authority/establishment attitudes in developing CPD and lifelong learning agenda• national/local authority/establishment priorities in the development of CPD and lifelong learning• precedents and practices in other employment <p>3. Specialist information is available from:</p> <ul style="list-style-type: none">• full-time EIS officers• trade union and other research and information bodies• specialist departments in the EIS• Information and Communications Technology (e.g. internet, intranet)

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

Criteria	Range
<p>(a) reviewing how policy to promote CPD and lifelong learning is being implemented</p> <p>(b) assessing progress and quantifying achievements and passing the information on to appropriate EIS colleagues</p> <p>(c) noting persistent and repeated problems in implementing strategies and policies</p> <p>(d) identifying cases where it appears that the strategies or policies are insufficient to meet the aims and objectives or needs of learners.</p> <p>(e) consulting with EIS colleagues when EIS officers ask you about the implementation of policy to promote learning, and answering the enquiry as fully and accurately as possible</p>	<p>1. People who would be interested in information about implementation will include:</p> <ul style="list-style-type: none">• colleagues• EIS officers• EIS specialist departments• establishment SMT• co-members of local authority CPD Steering groups

3.1 Supporting colleagues in identifying their CPD and lifelong learning needs

Criteria	Range
<p>(a) checking and clarifying with colleagues their views about their needs and types of learning opportunities</p> <p>(b) giving clear and relevant information in a way which enables colleagues to make informed decisions about their needs</p> <p>(c) identifying learning needs which are based on valid and reliable judgements of all relevant information, e.g. SfR</p> <p>(d) making suggestions about learning needs and a plan of action for achieving them based on employer PRD documentation</p> <p>(e) discussing and suggesting ways of meeting learning needs which take into account colleagues' personal circumstances</p> <p>(f) making and keeping records of help you have provided</p>	<p>1. Needs may include:</p> <ul style="list-style-type: none">• learning aims and needs• learning styles• personal aspirations <p>2. It may be necessary to give colleagues information about:</p> <ul style="list-style-type: none">• possible types of CPD and lifelong learning opportunities• qualifications/certification available• support and resources available• costs and funding available• types of learning methods available or used on different programmes• possible tools to help self-evaluation e.g. CPDReflect <p>3. Colleagues' personal circumstances may include:</p> <ul style="list-style-type: none">• availability of time and finances• barriers to participation in learning opportunities <p>4. Appropriate people to whom to pass on suggestions may include:</p> <ul style="list-style-type: none">• other EIS learning representatives• other EIS representatives at a local or national level

3.2 Supporting colleagues in developing CPD and other lifelong learning plans

Criteria

(a) offering guidance and support in a way which encourages the self development and independent decision making of colleagues

(b) developing, with colleagues, a realistic plan which identifies the objectives to be achieved based on employer CPD Plan documentation

(c) identifying, with colleagues, the most appropriate way to put the plan into action

(d) estimating the resources that will be required to put the plan into action and identifying how the resources will be obtained based on employer CPD Plan documentation

(e) promoting equality of opportunity

Range

1. Learning plans may cover:

- types of learning and development
- quantity of learning and development
- delivery methods
- resources
- timescales
- impact
- support available for learners

2. Resources to put the plan into action may include:

- people and organisations who will be involved
- funding the plan
- the time needed
- the facilities which will be needed

3.3 Advising and supporting individual colleagues in managing their own learning

(Adapted from TDLB C 263 Advise and support individual learners in managing their own learning and TDLB C261 Provide guidance to help individual learners plan their learning)

Criteria	Range
<p>(a) providing accurate information and advice to colleagues about the skills and resources they will need to manage their own learning</p> <p>(b) explaining the level of on-going support which will be available to colleagues in managing their own CPD and learning</p> <p>(c) referring colleagues to other sources of support when required</p> <p>(d) giving advice which avoids bias and takes into account personal circumstances</p> <p>(e) giving support in a way which encourages the self development and independent decision making of learners</p> <p>(f) exploring any difficulties which learners are having in managing their CPD and lifelong learning and providing appropriate advice</p>	<p>1. Advice and support will be required on:</p> <ul style="list-style-type: none">• meeting learning objectives• using available resources• overcoming obstacles• choices of learning methods• the range of possible learning opportunities• progression and qualification routes <p>2. Other sources of support will include:</p> <ul style="list-style-type: none">• other colleagues, including MMT and SMT• other people who have specialist skills or interests• services offered by local authority/establishment advisers <p>3. Bias relating to:</p> <ul style="list-style-type: none">• 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

- (a) helping colleagues to assess their progress
- (b) encouraging colleagues to feel comfortable in expressing their views on their progress
- (c) identifying new learning needs, aspirations and objectives based on employer CPD Plan documentation
- (d) identifying changes needed to learning programmes based on employer CPD Plan documentation
- (e) making and keeping records of the help given to learners

Range

1. 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 CPD and lifelong learning opportunities

Criteria	Range
<p>(a) finding out what information is available and where it can be accessed</p> <p>(b) identifying people who can provide information on a regular basis and asking for details which are useful for the educational establishment</p> <p>(c) identifying the features and details of CPD and lifelong learning opportunities which are available</p> <p>(d) setting up a system to store and classify information and keeping it up to date</p> <p>(e) regularly updating any notices and posters or electronic communication and removing any information which is no longer relevant</p> <p>(f) making sure that any information given is accurate and current</p> <p>(g) passing on requests and queries to people who can provide advice if not immediately available</p>	<ol style="list-style-type: none">1. Sources of relevant information will include:<ul style="list-style-type: none">• EIS national web-based infrastructure• colleagues and members• Websites e.g. EIS, HMIE/Education Scotland, incl. GTCS, CPD Scotland• EIS literature• EIS officers• F&HE institutions and training providers using CPDFind and other resources• specialist publications• national/local authority/establishment policies• CPD GLOW groups2. Features and details of learning opportunities may include:<ul style="list-style-type: none">• 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• accreditation3. Passing information on to people may involve:<ul style="list-style-type: none">• telling people individually• addressing small groups• posting information on notice boards• publishing information or articles in newsletters• publishing information, posters or articles on GLOW groups, internet and intranet sites

4. It may be necessary to pass on requests and queries to people like:
 - other colleagues
 - CPD/ lifelong learning advisers
5. Information may need to be obtained, stored and passed on:
 - electronically using internet technology
 - non electronically

4.2 Supporting and encouraging teachers and lecturers in accessing learning opportunities

(Adapted from TDLB C213 Promote access to learning achievement)

Criteria	Range
<p>(a) identifying barriers in access to CPD and lifelong learning opportunities and finding ways to overcome the barriers</p> <p>(b) encouraging and supporting colleagues who are not becoming involved in active learning</p> <p>(c) giving accurate and up to date information so that colleagues can make informed decisions about learning opportunities and possible qualification routes</p> <p>(d) providing colleagues with unbiased information which is based on the opportunities available, any constraints, and the teacher's preferences</p> <p>(e) promoting equality of opportunity in accessing learning opportunities</p> <p>(f) suggesting learning opportunities which take account of previous learning and experience and advising on a suitable learning route</p> <p>(g) acting on behalf of colleagues through appropriate trade union channels to resolve problems of gaining access to learning opportunities</p>	<p>1. Barriers in access to CPD opportunities may include:</p> <ul style="list-style-type: none">• 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 responsibilities (e.g. childcare facilities)• lack of skills e.g. ICT skills• social factors (e.g. family commitments)• cost• timetabling constraints <p>2. Bias in access to CPD opportunities may include:</p> <ul style="list-style-type: none">• 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 <p>3. It may be required to exchange information:</p> <ul style="list-style-type: none">• 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 CPD and lifelong learning opportunities

Criteria	Range
<p>(a) identifying the range of CPD and lifelong learning opportunities and resources available locally</p> <p>(b) identifying areas where there are no learning opportunities and new opportunities are needed</p> <p>(c) suggesting changes to existing opportunities and proposing new opportunities and resources to meet identified needs</p> <p>(e) suggesting ways in which access to learning opportunities could be improved</p> <p>(f) monitoring the use of CPD and lifelong learning opportunities and seeking feedback on the quality of their learning experience</p> <p>(g) advising appropriate EIS officers and officials of the outcome of the feedback and any problems identified</p>	<p>1. CPD and lifelong learning opportunities and resources may include:</p> <ul style="list-style-type: none">• activity related to achieving national standards (Standard for Full Registration, Standard for Headship);• self-evaluation and personal reflection including preparation for the professional review and development meeting;• subject-based activities including involvement with professional bodies and associations;• attendance at in-service;• membership of school committees and task groups;• developing school, local authority and national policies;• visits to and from colleagues in other schools;• co-operative teaching;• lesson observation and analysis;• secondments;• professional reading and research;• mentoring/supporting colleagues;• curricular planning/development;• management and leadership development opportunities;• teacher placement;• working with others, including as part of inter-agency teams involving colleagues from social work, health service, etc; and• working with parents/carers