

## **DUNDEE CITY COUNCIL**

**REPORT TO: POLICY & RESOURCES COMMITTEE – 13 FEBRUARY 2014**

**REPORT ON: THE CONTINUOUS PROFESSIONAL DEVELOPMENT BUDGET**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 102-2014**

### **1.0 PURPOSE OF REPORT**

- 1.1 This report details the savings proposal to reduce the budget for Continuous Professional Development (CPD).

### **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the proposed saving described in this report is agreed.

### **3.0 FINANCIAL IMPLICATIONS**

- 3.1 The implementation of the following proposal would result in a reduction of the CPD budget by £106,000 with effect from April 2014.

### **4.0 MAIN TEXT**

- 4.1 Given the need to identify and achieve savings in financial year 2014-15, it is proposed to review the level of funding allocated to CPD activities. The CPD budget is used to fund staff development activities and training in line with, departmental priorities, establishment priorities and the range of individual staff needs as identified through the professional review and development (PRD) process. The reduction in funding reflects changes in the ways that CPD is carried out at individual, school and cluster level. The increased use of peer modelling, the extensive availability of quality online materials and the emerging role of learning communities have reshaped the delivery of CPD and reduced the costs associated with external training and course attendance.
- 4.2 The provision and delivery of CPD at individual establishment level has changed in recent years with less reliance on the use of third party providers or attendance at external courses and more emphasis on the sharing of good practice among colleagues and between schools. In addition, online resources are being used effectively as a vehicle for staff development using quality resources produced by third parties such as Education Scotland, SQA, the General Teaching Council and Skills Development Scotland. A recent evaluation of the effectiveness of a range of CPD delivery methods indicated a clear preference for peer delivery models to allow the sharing of good practice between schools and provide a realistic context as well as staff development experience in the delivery of CPD.
- 4.3 At a central level, the department has invested heavily in the delivery of organised CPD programmes and events to support the implementation of Curriculum for Excellence. Over the last two years, a major training programme has been offered to every teacher in the city to refresh and develop their knowledge and understanding of successful approaches to learning and teaching. The current departmental priority is the development of literacy and numeracy skills for children and young people from pre-school through to secondary education. The large scale CPD programmes that have been implemented across the authority have been designed to ensure improvements in the quality of learning and teaching and to ensure that staff have the required level of knowledge, skills and understanding to meet the needs of all children and young people.

4.4 Unlike most other education authorities, Dundee has retained the post of subject Principal Teachers in the secondary sector. The Principal Teachers meet as a group to discuss educational developments, share good practice, develop shared resources and organise CPD activities. This is then shared at departmental level with staff and ensures consistency of practice for the subject departments across the city.

## **5.0 POLICY IMPLICATIONS**

5.1 This report has been screened for any policy implications in respect of sustainability, strategic environment assessment, anti-poverty, equality impact assessment and risk management. There are no major issues.

## **6.0 CONSULTATIONS**

6.1 The Chief Executive, Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the preparation of this report.

## **7.0 BACKGROUND PAPERS**

7.1 None.

**MICHAEL WOOD**  
**DIRECTOR OF EDUCATION**

**JANUARY 2014**