Fenstanton and Hilton Primary School
"Passionate about Learning"

Policy for Professional Development and Professional Learning (Draft)

2017

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Due for Review 2020 21

What is CPD/Professional Learning? A Definition

There are numerous definitions of CPD/Professional Learning. In 2001 the DfEE produced *'Learning and Teaching – A Strategy for Professional Development*. This strategy was primarily aimed at teacher professional development. It stated,

> "By 'professional development' we mean any activity that increases the skills, knowledge or understanding of teachers, and their effectiveness in schools."

An updated statement relating to all the children's workforce who work in schools might define CPD/professional learning as:

> "CPD/Professional learning is any reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports the individual's needs and improves professional practice."

Why is CPD/Professional Learning important? Principles

A school is committed to fostering a positive learning community for all, where all are involved in a continuous process of improvement and enrichment. Continuing development and professional learning of all staff are the means by which the school is able to motivate and develop its community and is integral to school improvement.

The learning of adults in school directly impacts on the children's learning and contributes significantly towards improving the potential for pupil learning. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

> "Effective staff should take ownership and give a high priority to professional development".
> - *'Learning and Teaching – A Strategy for Professional Development* DfEE 2001

A coherent and progressive opportunity to develop professionally and personally both improves standards and raises morale and assists recruitment and retention.

CPD/Professional Learning will:

- Be an essential part of school and individual improvement, with CPD, Performance Management and school self-evaluation integrated in order to ensure school improvement;

- Enable staff to take responsibility for their own professional learning, by identifying and developing the skills, knowledge and attributes they need to develop their performance;

- Enable staff, as lifelong learners, to be learning role models for pupils and their parents;

- Allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the Professional Standards Framework for Teachers, NCSL's Leadership Development Framework, and competency descriptions for Teaching Assistants, HLTAs, bursars, etc;

- Give all adults in our school an entitlement to equality of access to high-quality induction and continuing professional development. All members of the school community will have opportunities, primarily through the Performance Management process, to discuss their professional development needs.

How to ensure PD/Professional Learning is effective? Our Procedures

- Ensure that all decisions about the provision of CPD/Professional Learning will take into account:
    - the needs of the school,
    - the professional needs, interests and aspirations of all members of staff
    - the school's resources for the professional learning of its staff

- Link and integrate CPD/Professional Learning planning with the School Development Plan and Performance Management.

- Plan CPD/Professional Learning on the basis of a clear vision of effective and improving practice, shared by those undertaking the development and those who are leading or supporting it;

- Refer to the best available evidence about teaching and learning;

- Take account of previous knowledge and experience, ensure appropriate match of provision to the individual;

- Have effective measures in place to audit the professional and personal needs and aspirations of staff.

- Reliably and explicitly evaluate the impact of provision on teaching and learning, ensuring that this evaluation guides subsequent professional learning activities;

- Disseminate good and successful practice to ensure that such practice is embedded and reinforced;

- Use a range of provision and providers adopting the 'best value' principles of comparison, challenge, consultation and competition;

- Support accreditation of the professional development of staff.

Planning:

CPD/Professional Learning is led by a named member of staff within the school who has a clear role description

CPD/Professional Learning is part of an annual cycle which links together:

- CPD and ongoing development
- Performance Management
- School self-evaluation
- The School Development Plan
- Appropriate recognised competency frameworks such as the Professional Standards Framework for Teachers, NCSL's Leadership Development Framework, and competency descriptions for Teaching Assistants, HLTAs, bursars, etc;

The Performance Management process will set priorities, which reflect school, team and individual objectives, but these individual objectives have to be linked to school objectives.

The annual cycle of CPD/Professional Learning is based on the development needs of the school, The plan is organic and driven by a combination of school improvement needs and the needs of the staff. The priority is always the needs of the school and its pupils, however we recognised that successful staff need freedom to follow career progression and build up their skills and professional knowledge. We recognise that we are growing our future leaders and teachers and have a responsibility to develop every member of staff for the good of the whole educational profession. produced by the CPD/Professional Learning Leader, in conjunction with the Headteacher, CPD is provided in order to facilitate the aims of the School Development Plan. It will be based on:

- the school's self-evaluation
- the outcomes of the Performance Management process, particularly the annexes to each teacher's planning and review statement
- the evaluation of the previous annual cycle of CPD/Professional Learning

The CPD/Professional Learning Plan will include:

- a plan for the CPD/Professional Learning provision to be undertaken in the next annual cycle, showing how the CPD/Professional Learning addresses the objectives of the School Development Plan and the needs of individual members of staff.
- a summary of the CPD/Professional Learning undertaken in the previous annual cycle
- an evaluation of the impact the CPD/Professional Learning has made on the participants, on the functioning of the school and, most importantly, on pupils
- The resource implications of the plan for the next year.

At the Governing Body meeting which receives the CPD Plan, Governors review the operation of this policy and amend it as necessary.

Approaches:

There is a wide portfolio of CPD/Professional Learning approaches which are identified according to best value principals. These include (in no particular order):

- In-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, peer observation, discussing professional development issues in staff and team meetings, sharing existing expertise;
- Coaching and mentoring – receiving or acting in these roles;
- Job enrichment/enhancement, e.g. a higher level of responsibility; job sharing, acting roles, job rotation, shadowing;
- School visits to observe or participate in good and successful practice;
- School-based work through accessing an external consultant/adviser or relevant expert such as an advanced skills or lead teacher and model and demonstration lessons;
- Professional dialogue as part of the Performance Management process
- Partnerships and peer working, e.g. discussions with a colleague, group, subject, phase, team meetings and activities such a joint planning, observation or standardisation, special project working group, involvement in networks (local, regional or national);
- E-networking, e-learning and distance learning;
- Attending internal conferences, courses and professional development events;
- Attending external conferences and courses;
- Secondments, exchanges and placements, e.g. with a regional or national organisation, industry and international exchange;
- Opportunities to participate in award bearing work from higher education or other providers such as NCSL;
- Research and investigation opportunities;
- Skills-based training
- Practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinating or supporting a learning forum or network, involvement in local and national networks.

Measuring the impact:

It is vital that CPD/Professional Learning is evaluated, and that the evaluation needs to be planned from the outset as an integral part of the CPD/Professional Learning activity. The form that the evaluation takes will vary depending on the nature of the CPD/Professional Learning. Evaluation will take place both at the level of the individual in each Performance Management planning and review meeting, and at the level of the whole school in formulating the CPD Plan.

Evaluation needs to consider the impact on the participant, the functioning of the school, and crucially, the effect on teaching and learning. It may include quantitative and qualitative data, and may take place over a period of time. The CPD/Professional Learning Leader will provide guidance to staff on the appropriate form of evaluation for each CPD activity.

Evaluation may include one or more of the following success criteria, depending on the focus of the activity:

- Sustainable pupil outcomes including attainment, engagement and enthusiasm;
- Sustainable staff skills, knowledge, attributes and understanding;
- Increased staff confidence and motivation;

- Improved teaching and learning;
- Organisational change and climate;
- Increased evidence of effective practice;
- Recruitment and retention;
- Career progression and promotability.