Northumberland County Council

shortstay Northumberland's P.R.U.

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Continuing Professional Development policy

RATIONALE

At Northumberland PRU we recognise the importance of continuing professional development (CPD), both for the individual and for the PRU as a whole. We believe CPD is about professional progression and that we have a responsibility to support all staff in their own development. This can also be beneficial to the whole staff by improving morale, motivation and staff retention, as well as raising standards for all pupils. Our aim, therefore, is to look for ways in which we can help staff to build on the skills they already have and to recognise areas for further development and experience. In practice, we need to accept the balance between the needs of the school, the needs of the individual, and the requirements of national and local priorities. In summary, CPD arrangements in schools have been described by Ofsted as "*a logical chain of procedures which entails identifying school and staff needs, planning to meet those needs, providing varied and relevant activities, involving support staff alongside teachers, monitoring progress and evaluating the impact of the professional development.*"

PURPOSES

Benefits for the school and improving pupil outcomes:

- improvement in pupil performance
- teacher collaboration and networking are powerful forms of professional development, as well as being drivers for school improvement

Benefits in teaching and in supporting staff more effectively:

- acquire greater confidence
- have a stronger sense of their power to make a difference to their pupils' learning
- show a greater commitment to improving the way they teach
- are more willing to try new approaches to teaching and learning
- become increasingly enthusiastic about collaborative working
- career opportunities will be increased
- the National Audit Office is emphatic about the importance of job satisfaction, high staff morale and motivation for a school's success
- by allowing staff to develop skills and competencies progressively within the professional and occupational standards

See Appendix 1: **Why is the Government encouraging continuing professional development? & Ofsted findings on CPD in effective schools (July 2006)**

GUIDELINES

The DCSF consultation document *Professional Development* (2000) suggests ten principles upon which a performance development framework might operate. The practice in Northumberland PRU has due regard for these principles:-

1	Effective teachers should take ownership and give high priority to professional development, and schools and teachers should share responsibility and commitment for development, supported by Government.
2	Professional development should be centred on raising standards in the classroom, and, therefore, take account of objectives to enhance pupil learning, as well as supporting broader professional skills such as working with external partners.
3	A wide range of development opportunities should be available, to suit different needs. (see Appendix 2)
4	There should be equality or opportunity for professional development.
5	Teachers should learning on the job and from the best, working alongside other professionals in the classroom.
6	Continuing efforts should be made to look for better ways to use the time and resources available for professional development.
7	ICT should play a central role to support opportunities for self-learning at times and places to suit individuals.
8	Professional development should be high quality, and teachers and schools should be discerning customers.
9	Good planning and evaluation are essential to make the most of professional development.
10	Information should be shared widely about lessons learned and good practice, making the most of the potential of ICT.

The Training and Development Agency (TDA) later defined CPD as "a reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice." By now the scope of CPD had increased to address the training and development needs of an increased number of support staff. The GTC also support this approach.

Effective CPD

There is a widespread consensus, backed up by research about what is effective CPD. The key features of good CPD are set out below –

• **Each activity is part of a coherent long-term plan that gives the participants opportunities to apply what they have learned, evaluate the effect on their practice, and develop their practice**
• **It is planned with a clear vision of the effective or improved practice being sought. This vision is shared by those undertaking the development and by the people leading or supporting it -** the plan needs to show precisely what expertise, understanding or technique the CPD is intended to deliver. Sharply defined outcomes are also the starting point for evaluating the impact of the CPD.
It enables the participants to develop skills, knowledge and understanding which will be practical, relevant and applicable to their current role or career aspiration – for example, in curriculum or subject content, teaching and learning strategies and the uses of technology - CPD is only effective when it is directly relevant to each participant.

• **It is provided by people with the necessary experience, expertise and skills -** may sometimes be colleagues and peers; at other times they may be specialists from inside or outside the school.
• **It is based on the best available evidence about teaching and learning -** research shows that pupils learn best when staff are motivated, developed, updated.
• **It takes account of the participant's previous knowledge and experience -** professional learning needs to be tailored to the individual so that it provides experience and insights which build on their existing level of expertise as well as the stage that the individual is at in their professional career
• **It is supported by coaching or mentoring from experienced colleagues, either from within the school or from outside -** coaching is most effective when a staff member with a clearly identified need is paired with a colleague who has acknowledged expertise in that area.
• **It uses lesson observation as a basis for discussion about the focus of CPD and its impact -** observations of teaching can be particularly useful for identifying areas for development. In this respect, CPD can become integrated into a school's day-to-day work and can impact on pupil learning and outcomes.
• **It models effective learning and teaching strategies -** CPD needs to go beyond theory; ideally, it demonstrates techniques / strategies and gives the participant opportunities to try them out in a supportive setting.
• **It promotes continuous enquiry and problem-solving embedded in the daily life of schools -** effective CPD is an indication of an ethos in the school of lifelong learning and development. In short, it is both an entitlement and a responsibility for all staff.
• **Its impact on teaching and learning is evaluated, and this evaluation guides subsequent professional development activities -** the ultimate purpose of all CPD in a school is to maintain the highest possible standards.

In-house arrangements at Northumberland PRU

1. The Development Plan produces goals for Northumberland PRU which is fulfilled through strategic CPD.
2. The CPD Co-ordinator is currently the Head Teacher.
3. Individual needs are identified through the Performance Management process (see below).
4. Individual staff will maintain a record of their own CPD, a Professional Development Record. (see below)
5. There are no exclusions to the types of training that Northumberland PRU are to consider to assist in the achievement of corporate goals. There will, of course, be budgetary, as well as other issues to consider.
6. Subject Co-ordinators are responsible for evaluating their own training needs in the light of in-house developments in their subject(s), local or national strategies and available staff expertise. Some of this training can be delivered in house; some will be facilitated externally by the LA School Improvement Service, some will be "bought in" from external providers.
7. Where appropriate, information from courses is disseminated through appropriate means, i.e. school based meetings, handout or individual's practice.
8. Decisions regarding CPD priorities are made taking into consideration current staff expertise, as well as projected needs of individual staff in light of the School Improvement Planning. Where there are competing demands on the budget a decision on relative priority will be taken with regard to the extent to which the CPD will help Northumberland PRU to achieve its priorities, the CPD is essential for the member of staff to meet their performance management

objectives and the extent to which the CPD will help the individual to meet their future career aspirations. Northumberland PRU's priorities will have precedence.

9. There will be some whole-PRU CPD events, some based on the generic needs of a KS or subject specialism, and some will be aimed at the identified needs of the individual. Consequently, the CPD profile of each member of staff will be varied.

Equality of Opportunity

At Northumberland PRU we will not discriminate in terms of access to and provision of training on the grounds of an individual's race, sex, sexual orientation, disability, religion and belief, age, part-time status or union membership,

Succession Planning

Northumberland PRU is committed to succession planning in its broadest sense by developing distributed leadership and opportunities for all staff to develop to their full capabilities. This includes the active planning for the recruitment, retention and development of all staff and governors through effective professional development which is an entitlement for all employees.

The role of the CPD Coordinator (Headteacher)

The strategic role of the CPD Coordinator is to coordinate the production of the CPD Plan, undertaking the quality assurance of the CPD and evaluate its impact on pupil progress and well-being.

The CPD Coordinator has knowledge of:

- the work of professional, subject and specialist associations
- the National strategies for CPD
- LA support and programmes
- regional initiatives
- programmes of study available through the National College for school Leadership
- consultancy, support and courses offered by higher education institutions and private providers
- the CPD Coordinator works with individuals and teams within and outside the school to achieve coherent, transparent and equitable access to, and opportunities for, teachers to engage with CPD

The CPD Coordinator liaises and works with:

- the leadership team
- CPD leaders from other schools and areas
- networks and learning communities
- LA advisers in many fields as well as CPD – such as school improvement, initial teacher training, induction
- performance managers or teaching and learning review staff
- subject or specialist leaders or teachers

The CPD Coordinator ensures that the needs/aspirations of all staff are met in respect of:

- school development and improvement plan priorities
- personal development plans
- opportunities to work towards career progression and advancement, recognising that individual employees have different careers and professional development aspirations
- appropriate support for existing staff with a significant role change
- recognition, accreditation and verification of staff professional learning

The role of Performance Management/Appraisal
Planning for CPD and the evaluation of its impact should be integral to performance management.

This process allows an annual review of professional development provision to ensure that a balance between personal development needs and those identified in the improvement planning process is being met and is seen to be fairly distributed. An initial discussion at the end of the summer term with a team leader allows previous targets to be evaluated and new ones to be set, relating to Northumberland PRU issues as well as personal development. This initial meeting is followed up by planned up-date meetings in spring term to monitor progress relating to the set targets.

Linked to the principles for effective evaluation of impact (see above) there are suggestions for questions to consider and discuss before the development activities are agreed, and after they have been completed. These questions assume that individuals will be able to engage in professional dialogue with key school personnel as an element of their performance management. The tool outlined in *Appendix 4* provide prompts and formats for recording the questions and answers. In reality, one may wish to take from these questions rather than go through all of them; it needs to be proportionate to the situation.

The self-evaluation process
The school self-evaluation process allows for reflection on how CPD contributes to school improvement.

As many colleagues as possible will be involved (including the SIP *or replacement 2011*); this will help them understand any strategic changes, especially in school CPD priorities. The self-evaluation process itself will be kept as simple as possible but it should provide conclusions on the following:

- how well the school provides for the CPD of all staff
- demonstrate the impact of provision on the quality of teaching and learning, and the well
- being of children and young people
- know how the school's provision for professional learning can be improved
- identify the key priorities for improvement
- devise strategies to facilitate improvements

Consider the following in evaluating impact:

- evaluating the impact of CPD is a challenge
- the ultimate purpose of all CPD is to improve outcomes for pupils but it can be difficult to isolate improvements that can be attributed to CPD. This means it is important that one assesses how CPD affects staff performance and what impact this has on pupils
- professional development requires time and resources and we need to be able to assess the difference it makes to pupils and staff
- it can be difficult to directly link CPD and pupil achievement but it is often possible to identify observable changes in the classroom that result from CPD
- to evaluate the impact of professional development it is crucial to consider what was intended to be achieved, and what impact could reasonably be expected, in any given time frame. We need to accept that some outcomes, such as children and young people's improved performance, may take longer to become evident than others
- impact should be considered in its widest sense – in terms of the needs of the school, the children and young people, and the individual's professional development. One also needs to accept that the weightings given to these different needs will not necessarily be consistent across all professional development activities
- the evidence base for impact evaluation needs to be broad and agreed in advance – for instance, it could include enjoyment of learning or improvements in children and young people's attitudes to school work, raising attainment, achievement and well-being, improved recruitment, retention an d career progression of staff

- the evaluation of impact is not the end of the process but a crucial link between the development activities completed, and what may follow as part of the long-term planning for CPD
- the evaluation of impact should include a cost-benefit analysis of the professional development
- unanticipated outcomes may also be considered

Governance and monitoring/Quality Assurance
The HT will report termly on CPD issues to the Management Committee. This will include an overview of CPD opportunities, as well as an overview of impact or intended impact.

The Professional Development Record
Northumberland PRU will maintain a comprehensive record of whole school CPD undertaken. Additionally, staff should maintain a personal Professional Development Record (PDR) which is a confidential and voluntary collection of material that records and reflects the individual's work. It is a way of using past experiences and present activities to demonstrate and reflect on skills learnt, to identify future learning needs and priorities and to inform and plan prospective development. It provides a mechanism, together with your performance review, for thinking about your practice in a planned and systematic way. A PDR links to the *Professional Standards for Teachers*, which provides a 'starting point' for teachers to recognise the diverse skills they have already and may require at different stages in their career. The PDR builds on existing good practice in the profession that ranges from career entry profiles to individual school and management development logs. (*See Appendix 3*)

Related policies

Staff Induction

LA appraisal

Appendix 1

Why is the Government encouraging continuing professional development?

For several reasons:

- The demands on teaching are changing all the time. Becoming and remaining a good teacher, keeping knowledge of curriculum subjects up to date and being able to make the most of new technology all require continuing professional development.
- A strong professional development culture in a school frequently makes it a much better place to work, with open, supportive relationships and more enthusiastic, self confident staff;
- Good professional development enables you to build the skills to enhance your career – whether that is in teaching, in education more widely, or beyond.

- Schools which offer teachers regular opportunities for professional development find it easier to attract and retain good staff.

Professional development begins with initial teacher training and the induction year and it should carry on throughout your career. Performance Management enables development objectives to be set every year and that development needs to be as effective as possible. This is not just about going on courses – many teachers find that the best professional development comes through learning from and with other good teachers in their own schools. Over time, the aim is for excellent, career-long professional development to become something staff can take for granted, whichever school they work in. Equally, for non-teachers there needs to be a commitment, using the LA appraisal arrangements, for high quality professional development opportunities to be made available.

Appendix 2

Examples of CPD

Professional development opportunities

Using in-house expertise – team leaders or senior management team lead short courses on a range of skills, e.g. time management, interviewing, effective questioning, giving feedback, effective listening, negotiating, managing budgets, chairing meetings, report-writing, etc.

Shadowing – future team leaders/senior managers could shadow an experienced colleague

Action research - experimental/innovative work with children; actively promoting a learning community

Joint lesson observation – to share observations (or observing a visiting expert) and interpret views on what constitutes good practice

Coaching and Mentoring – acting as mentor to a newly-qualified teacher, or an ITT trainee, or a newly-appointed team leader can be very powerful professional development tool **but** care must be taken to ensure that the potential mentor has the appropriate skills to undertake such a role

Successor training – every key post in a school should have a potential successor in case of absence. This can be an effective route towards staff development

Cascading – as a consequence of attending externally-run courses all participants are expected to give feedback to relevant staff groups

Reflection and evaluate your own practice in and out of the classroom **-** getting feedback from your own pupils; analysing class and examination work; integrating the use of pupil websites and on-line communities into teaching; negotiating targets and evaluating work alongside pupils; mentoring individual pupils; reviewing your marking; videoing oneself

Working with pupils - taking responsibility for a group of pupils on an off-site visit; developing teaching skills across a wide age and ability range; working with pupils on school councils; collaborating with peripatetic teachers

Extending professional experience - serving as a governor; becoming a union representative; coordinating / managing a subject; assuming the role of leader for a special initiative in school; contributing to a professional publication; gaining experience of interviewing; working on extra-curricular activities; taking part in reviews/conferences on individual pupils; working with other professionals such as education psychologist; working with an exam board or marking exam papers; working in partnership with parents; teachers taking on vacant posts temporarily to gain experience of teaching a variety of groups; attending and/or contributing to training days and staff meetings; take advantage of external expertise - external courses or further study or advice offered by local authorities, colleges, universities, subject associations, private providers

Working groups – leading or participating in groups when established to develop whole school policies, or to undertake research on behalf of the school where improved or new practice is being sought. These can stimulate good development as well as giving colleagues an opportunity to contribute to other areas in the school and to problem solving

School networks - cross-school and virtual networks, visiting other establishments and seeing schools in action

TIPD

Teachers have international CPD opportunities that many are unaware of, to study abroad, or to gain CPD as they guide their schools or classes through international progammes. The Teachers' International Professional Development programme, funded by the DCSF, is known as TIPD.

Appendix 3

A Professional Development Record

The first part of a PDR contains evidence of 'achievements' such as certificates, qualifications, relevant courses attended, posts held and particular responsibilities. The second part is a 'developmental PDR' section where you can:

- record your experience, skills and attributes
- record your learning and development
- reflect on your teaching and learning
- analyse your strengths and areas for further development
- set learning priorities and plan your future

Why have a Professional Development Record?

To prepare evidence for:

- a job interview
- a threshold or Advanced Skills Teacher (AST) application, etc
- a performance review meeting
- possible accreditation of learning

To plan for your career by:

- recording your career history
- collecting evidence of your current achievements
- showing skills and / or improvement in areas such as team building, working together, motivating people, self-confidence
- reflection on your progress and learning as a teacher

To plan your training and development by:

- Reflecting on your teaching and learning
- Analysing your strengths with a colleague or mentor
- Identifying and targeting learning and development opportunities having used the *Professional Standards for Teachers* document
- Planning for qualifications

Appendix 4

Possible questions relating to impact of CPD
This section contains questions for the individual undertaking CPD, their line manager, and the person responsible for leading CPD within the school. The questions are based on the underlying principles. They are designed specifically for evaluating impact on the assumption that the preliminary needs identification and planning have already been carried out. If these questions are used in the context of performance management it is important to stress the supportive and developmental nature of the process.

These are questions to be considered before the professional development is undertaken.

Prior questions for the participant
Participants should consider these questions with their line manager, or another identified person such as a mentor or coach.

1. Who have you discussed the potential impact of your intended learning outcomes with?
2. What specific outcomes will result from this professional development activity?
   • How will your practice be changed?
   • How will the professional development benefit you?
3. How will the professional development benefit the wider school, your colleagues, and children and young people?
4. When would it be appropriate to evaluate the evidence of outcomes? (There may be a need for staged reviews – short, medium, long term.)
5. How will the evidence base for evaluating the impact of the professional development be collected?
   • How will children and young people contribute to this?
   • What will be the form of the evidence?
6. What would be appropriate criteria to judge the intended impact?

Prior questions for the CPD leader

1. Is the strategy and timescale for evaluating impact appropriate?
2. Has the activity been costed, and does the expected impact suggest that the professional development is cost-effective?
3. How will the impact evaluation feed into performance management procedures?
4. Is there more the school could do to maximise the impact?

These are questions to be considered at an agreed stage (or stages) after the professional development has been completed.

Review questions for the participant
Participants should consider these questions with their line manager, or another identified person such as a mentor or coach.

1. What is your evidence of impact?
   • Is there more evidence to be reviewed? If so, when will it be available for review?

2. Does the evidence suggest that the professional development had the intended impact on you, your colleagues, your school and your students, when judged against the agreed criteria?
   • If not, why might this be the case?

3. Were there any unexpected outcomes for you, for your colleagues, your school, or your students?

Review questions for the line manager, or another identified person such as a mentor or coach

1. Do you agree that the identified outcomes suggest that the intended impact has been achieved?
   • Would you like to see further evidence? If so, what should this be?

2. By considering the impact of the professional development and its cost, do you think that this activity has been cost-effective?

3. How should the participant follow up this particular professional development to maintain or increase the impact?

4. What should you or other key staff do to maximise the impact of this professional development on the participant, colleagues, the school and the students?

Review questions for the CPD leader

In addition to the following questions, the CPD leader should also consider the responses to the review questions for the participant and the line manager.

1. What will the school do to follow up the professional development and maximise the impact?

2. How does the evaluation of impact lead to a greater understanding of what CPD is achieving for the school, the participants, and the children and young people?

3. Are the impact evaluations manageable and proportionate to the activities being undertaken?

_____**Chair**

_____ **Date**