

CDP Policy

Hove Park School

Committee	FGB	Governor Link		Staff Link	Jayne Davis
Date Ratified	Frequency of Monitoring Report		Frequency of Review		Next Review date
14/9/09			Annually		Summer Term 2010

Hove Park School CPD Policy

Continuing professional development (CPD) consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports the individual's needs and improves professional practice.

Teachers and *support staff* are the most valuable resource our school has. Hove Park School believes that professional learning is an entitlement and a responsibility for all teachers. It is an important way of supporting and recognising teachers' expertise. Learning runs through a teaching career. It takes place every day through a wide range of learning experiences, deepening and revitalising *staff* skills, abilities, values and knowledge. We aim for our school to be a learning community for all its members (students and staff).

To achieve this we will:

1. Develop a culture where teachers *and the wider work force* feel confident and empowered to participate fully in Performance Management.
2. Acknowledge, support and expect teachers *and the wider work force*, as part of their professional responsibility, to be engaged in effective, sustained and relevant professional development throughout their careers and to contribute to the professional development of others.
3. Create a contractual entitlement for all teachers and *the wider work force* to effective, sustained and relevant professional development.
4. Ensure that high quality, relevant professional development is available to staff as part of our induction procedures.
5. Draw on the best practice within our learning community to support the learning of others.

Principles, Values and Entitlements

This school believes in the DCFS philosophy that "effective teachers should take ownership and give a high priority to professional development". It believes that coherent and progressive opportunities to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment, and assists recruitment and retention.

Our central emphasis will be on improving standards and the quality of teaching and learning. Our ultimate aim is 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.

All staff shall have an entitlement to equality of access to high quality induction and continuing professional development. All members of the school community will have

opportunities through Performance Management to discuss their career aspirations and professional and personal development needs.

CPD Planning

CPD planning is inextricably linked and integrated with the school's development / improvement planning process and based on a range of information:

- The needs of the school as identified through its self-evaluation
- Individual training and development needs, as identified through Performance Management, to support individual objectives and aspirations
- Issues identified through other monitoring activities
- National and local priorities, e.g. national strategies, the local authority's Children & Young People's Plan (CYPP) and local community priorities
- Feedback from staff and others, including governors, pupils and parents.

We will ensure that all staff are aware of the school self-evaluation data and local and national priorities and the part these play in identifying whole school foci for Performance Management and CPD. Individual CPD needs will be identified as part of the review and planning process and passed to the CPD Leader.

The school's CPD provision will allow staff to develop skills and competencies progressively, with reference to recognised competency frameworks such as the DCFS Teachers' Standards Framework, NCSL's Leadership Development Framework, the National Occupational Standards for Supporting Teaching and Learning in Schools etc.

The school recognises and wishes to share the skill and expertise of teachers on the upper pay scale and expects them to be actively involved in the development of other staff within our learning community.

The school will support accreditation of the professional development of staff within the constraints of the available budget and ensuring consistency and fairness of access.

The school will disseminate good and successful CPD practice that supports and improves teaching and learning and where appropriate we will share CPD opportunities with other schools.

CPD processes will be designed to widen participation and maximise inclusion.

The school will participate in initiatives and projects which can be shown to have a positive impact on staff development, represent good value for money and can be accommodated within school constraints.

CPD and Performance Management

At Hove Park CPD is an integral part of the Performance Management process.

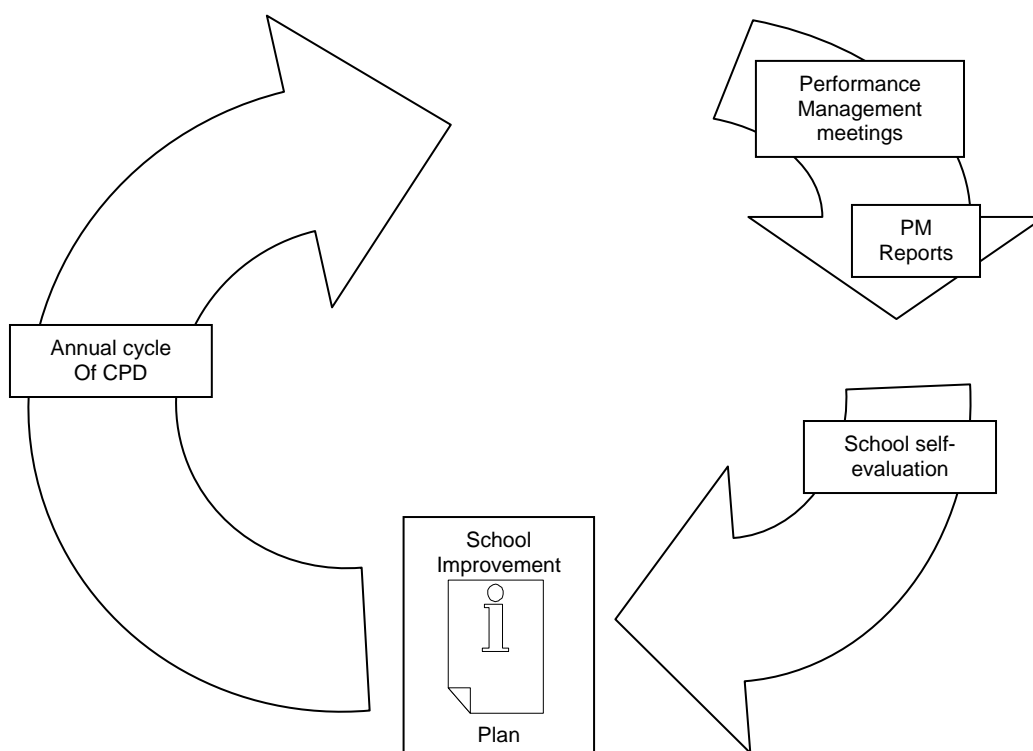
Within Performance Management the school supports the principles that:

- All teachers should feel they have an entitlement to effective, sustained and relevant professional development

And

- All teachers should play an active role in their own development.

The Annual Cycle



The annual cycle of CPD will be based on the CPD plan. The annual CPD plan will be produced by the CPD Leader and it will be based on:

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

and it will form part of the school improvement plan.

Planning Meeting

At the planning meeting the reviewer and reviewee work together to identify what professional development might help them to develop their practice further. This should take place within the context of identified school priorities, the teachers' stage in their career and their career aspirations. Any development identified should support teachers in meeting their performance criteria relevant to the next stage of their career. For teachers approaching and / or already on the upper pay scale, this is likely to include supporting the CPD of others.

Professional development (in terms of support, training and development needs) is agreed at this meeting, as are the actions that will be taken to address them. Once these actions are agreed the reviewee has a responsibility for ensuring they take the agreed action.

Review Meeting

At the review meeting staff will be required to reflect on the impact of their CPD and the part it has played in the achievement of their objectives. However, teachers should not be held accountable for progress towards objectives in cases where promised support has not been forthcoming. Indeed review statements may change if there have been difficulties in accessing the agreed support. However, staff do have a responsibility to be proactive in alerting their reviewer should they be concerned that the CPD planned is unlikely to be available.

Recording of Identified CPD Needs

As part of the planning and review meeting(s) an annex is completed recording details of the support and development agreed at the review. This is forwarded by the reviewer to the CPD Leader for their action. The annex will also be accessible by the Head teacher.

This annex should identify in general terms the types of training and development agreed.

Leadership and Management of CPD

1. The school will have a named CPD Leader who fulfils a leadership and management responsibility in relation to this post. He / she will have responsibility within the school for co-ordinating, monitoring and evaluating staff professional development.
2. The CPD Leader will receive training as appropriate in order to fulfil this role effectively, and attend useful providers' sessions.
3. The CPD Leader will be responsible for co-ordinating training and development needs as identified through Performance Management. The CPD Co-ordinator will have a well-defined description of the role.

4. The CPD Leader will be responsible annually for discussing with the Head teacher the main CPD priorities and the likely budgetary implications of addressing these needs.
5. CPD issues will be addressed at governing body meetings and be included as part of the Head teacher's report once a year.
6. There should be robust, transparent arrangements for accessing and evaluating CPD that are known to all staff.
7. There will be arrangements for annual discussions between staff and the CPD Leader to discuss the following within the context of school priorities:
 - Needs and aspirations
 - Methods of accessing CPD provision including appropriate funding
 - Accreditation opportunities
 - Ways of disseminating the training

This will be combined with the Performance Management process and be devolved to line managers.

Prioritising Use of CPD Resources

The school arrangements for CPD need to balance the judicious use of resources with the range of aspirations and interests within staff. The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- Meet identified school or national development priorities
- Meet identified individual development priorities
- Are based on good practice – in development activity and in teaching and learning
- Help raise standards of pupils' achievements

Supporting a Range of CPD Activities

We will plan for and use our five days statutory in-service entitlement to address school wide development needs, identified through our self evaluation processes.

Additionally the school will support a portfolio of innovative CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches will include:

- In school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, locating existing expertise through the school's good practice register and sharing existing expertise through

professional development workshops, coaching and peer mentoring activities etc.

- School-based work through accessing an external consultant / adviser or relevant expert such as an advanced skills or lead teacher, master classes, model and demonstration lessons
- School visit to observe or participate in good and successful practice e.g. visit to a school or subject area with similar circumstances, or a beacon school
- Attendance at a course or conference
- Secondments, e.g. with a regional or national organisation, an exchange or placement e.g. with another teacher, school, higher education establishment, industry or an international exchange
- Opportunities to participate in award bearing work from higher education or other providers such as NCSL
- Research opportunities, e.g. a best practice research scholarship
- Distance learning, e.g. using relevant resources, training videos, reflection or simulation
- Practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning forum or network or involvement in local or national networks
- Job enrichment / enlargement by for example, shadowing someone else's job, job sharing, acting roles, job rotation etc.
- Producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme.
- Coaching and mentoring – receiving or taking on these roles, acting as or receiving the support of a critical friend, utilising these approaches as part of a team building activity
- Partnerships e.g. with a colleague, group, subject phase or school based team meetings and activities such as joint planning, observation or standardisation, special project working group, involvement in School Improvement Partnership Network, Network Learning Community etc.
- Creating an improved learning environment within the school

Recording and Disseminating

The CPD Leader will provide directly, or organise, guidance to staff on producing and updating an appropriate professional development portfolio.

Following professional development the participant will discuss with the CPD Leader, and / or their line manager how to most effectively disseminate learning to other staff and record evidence of impact on their own practice.

The CPD Leader will also be responsible for assessing whether any follow up is needed to the training e.g. feedback to the provider, and be responsible for any such actions.

The CPD Leader maintains staff CPD records and advises the Head teacher and governors where there are issues of equality of access and involvement.

Assessing the Impact of CPD

Within their Performance Management review teachers will be required to assess the impact of the engagement in professional development, both their own and as appropriate, their support for the professional development of others.