



Continuing Professional Development

Self Evaluation Toolkit

Children and Young People's Services

How effective is Continuing Professional Development at your school?

The purpose of this document is to assist schools and settings in self-evaluating the leadership, management, organisation, and provision of continuing professional development and its impact.

This document should be used in conjunction with Whole-school Self-evaluation and Self-evaluation for Governing Bodies

‘Introduce a Culture of Continuous Professional Development which recognises the value placed on those who enable others to learn.’

Learning in North Somerset
A Vision and Strategy for 2003 –2006

A Culture of Professional Development

What is a culture of Continuing Professional Development?

- Continuing Professional Development is embedded in the values and principles of the school or setting.
- School or setting leadership and governance commit to Continuing Professional Development for all.
- All school or setting members see themselves as active learners.
- School and setting expectations are explicit and clear for all.
- Feedback to individuals and teams is rigorous, accurate and constructive and support is focused on helping all to perform well.
- There is mutual support to help all achieve successful practice.
- Debate about achieving school or setting purposes and successful practice is valued highly and is appropriately engaged in by all.
- Equal opportunity and inclusivity enable all to appropriately contribute to and benefit from Continuing Professional Development.
- Personal and school or setting responsibilities in relation to Continuing Professional Development are understood and applied.
- Staff are reflective practitioners who engage in classroom or work-related action research to improve practice.
- Dissemination of good and successful practice enables high expectation to be set and supported both in terms of very good and improving practice.
- Impact of Continuing Professional Development is measured and all staff and governors are aware of the impacts achieved.
- Staff and schools or settings keep portfolios to evidence their developments, improvements and achievements.

Continuing Professional Development - A Definition

Continuing Professional Development is the life-long learning of all adults within the context of their professional working lives and is focussed on achieving the main outcome of improved performance for maximum impact.

It is a person-centred process, based on needs identification set against performance criteria, undertaken through self-evaluation, professional review and performance management, with identified needs addressed through appropriate adult learning strategies.

While it is a continuous process it will vary in pace, volume or intensity over time.

Other benefits of Continuing Professional Development to the individual can include; job satisfaction, career progression, a sense of personal value and worth, and to the school, improved retention of high quality staff and improved team morale.

School governors can improve their contribution to their schools by following appropriate programmes of Governors Development activities.

A Vision for Continuing Professional Development

‘All children and young people should develop as lifelong learners with a focus on achievement and enjoyment. They should have the knowledge, skills, attitudes and self-esteem that enable them to keep safe and contribute positively to communities, while growing-up in a society that cares for their health and well-being.

Learning, enjoyment, health and well-being are therefore at the heart of the North Somerset’s agenda for children and young people’s education and care. The quality of those people in the front-line of this provision is paramount, if children and young people are to benefit from the services they need and deserve. Frontline workers should fulfill their responsibilities and achieve the best outcomes for children and young people. To enable them to reach these high standards they should expect effective leadership and management, including performance management, and appropriate continuing professional development and support.

North Somerset Children and Young People’s Services aim to support a culture of Continuing Professional Development that has an impact on children’s and young people’s achievement, enjoyment and well-being. This will be achieved through supporting and improving the performance of those engaged in front-line work and their leaders and managers.

Continuing professional development is the entitlement and responsibility of all staff in Children and Young People’s Services involved in the learning and care of children and young people.’

Introduction

This document is intended as a tool to be used by the leadership teams and senior managers in schools and settings to support the self-evaluate the effectiveness of the school's / setting's Continuing Professional Development policy and strategies.

The outcomes of the self-evaluation process should lead to improvement planning as appropriate.

The document is structured around six key principles for Continuing Professional Development. Within each key principle there are focus statements. The principles are defined and the focus statements are intended to stimulate discussion and help to make a judgement of where the school is on the continuum of development.

Use the evidence you have to judge where your school or setting is against the Judgements Criteria (outlined below). Use an arrow to show if you consider it to be improving, staying the same or worsening (Arrow Code outlined below).

JUDGEMENTS CRITERIA

X/P/E :Insufficient knowledge /Perception /Evidence	
1 : A major strength of the school	3 : An area with scope for some development
2 : The strengths in this area outweigh the weaknesses	4 : A major weakness, area noted as a priority for development

ARROW CODE

 IMPROVING	 STAYING THE SAME	WORSENING 
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PRINCIPLES

The North Somerset Children and Young People's Services six principles for Self-evaluation of Continuing Professional Development are as follows:

Principle 1 Commitment

Principle 2 Standards of Provision

Principle 3 Leadership, Management and Governance

Principle 4 Impact

Principle 5 Best Value

Principle 6 Extended School and Beyond

Principle 1: Commitment

Possible sources of evidence for Commitment

- Vision statement
- Policies
- Job descriptions
- School Improvement Plan
- Notes from Staff Development meetings
- Professional review records
- Continuing Professional Development monitoring and evaluation strategy
- Induction Mentoring and Coaching programme
- Budget plans
- Continuing Professional Development Portfolios

Notes:

Principle 1

Commitment

- A strategy for improving the performance of the organisation is clearly defined and understood.
- Learning and development is planned to achieve the organisation's objectives.
- A commitment to staff development is reflected in effective induction and professional development strategies and where possible, the schools / settings contribution to initial teacher training.

Focus Statements

The school / setting has a vision that includes high quality teaching and learning supported by effective continuing professional development of all staff.

The school / setting has an Equal Opportunities Policy, a Performance Management Policy, Induction Policy and a Continuing Professional Development Policy and they are interrelated.

The school/setting has Strategic (long term) and Operational (one year) Plans for Continuing Professional Development and these support the School Improvement Plan and other relevant plans.

There is a CPD Leader who has a clear job description setting out a pivotal role as a member of the Senior Leadership Team.

All staff engage in informal and formal discussions about high quality teaching and learning, share good practice, take responsibility for their own professional learning and support the professional learning of colleagues.

An annual budget for CPD is identified and used to help achieve the school's / setting's vision, priorities, policies and plans.

All staff develop and take responsibility for their own professional development plan and actively use a professional portfolio as an integral element of their CPD, career development and performance management.

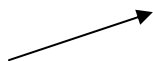
The school/setting provide opportunities for aspiring teachers and support staff to gain experience and train.

Judgements & Trends
X/P/E

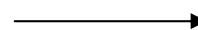
1 2 3 4

Evidence & Issues Arising

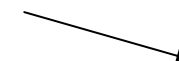
Improving



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Worsening



Principle 2: Standards of Provision

Possible sources of evidence for Standards of Provision

- Continuing Professional Development Policy and Guidance
- Induction Policy and Guidance
- Record of Professional Development
- Record of Professional Review meetings
- Performance Management targets and outcomes
- All staff have a copy of appropriate professional standards and qualifications framework
- School Improvement Plan

Notes:



Principle 2				
Standards of Provision				
<ul style="list-style-type: none"> • People learn and develop effectively. • Managers are effective in leading, managing and developing people. • Professional Development should reflect the professional and career needs of the individual, as well as the needs of the school. • The quality of induction, followed by career development opportunities and access to a relevant and effective programme of continuous professional development is also influential in retaining staff and improving morale and effectiveness. 				
Focus Statement	Judgements & Trends X/P/E 1 2 3 4			Evidence & Issues Arising
The school / setting use the Professional Standards for Teachers and the National Vocational Qualifications Framework, as appropriate, to establish, maintain and monitor standards of provision.				
All staff and governors plan and complete professional development linked to their needs, performance management targets (for staff) and the School Improvement Plan.				
A variety of strategies are used to meet the professional development needs of all staff and governors, including; courses, network meetings, action research, visits to other schools, etc. (See Appendix 1: Continuing Professional Development Methods and Strategies)				
All staff have a rigorous and supportive annual performance management review that evaluates previous development and plans future strategies to support school / setting targets and individual career paths.				
There is an Induction Policy to ensure that all staff and governors are introduced to the school / setting and their roles effectively.				
There are clear guidelines for the effective and appropriate recruitment and selection of staff and these are applied in practice.				
Training is provided to support effective performance management and recruitment, selection and induction procedures for governors / staff as appropriate.				
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Principle 3: Leadership, Management and Governance

Possible sources of evidence: Leadership, Management and Governance

- School Improvement Plan
- Reports to Governing Body
- Cost Benefit Analysis
- CPD Leaders File
- School or Setting Records of Professional Development
- Governing body self-evaluation record
- Staff Continuing Professional Development Portfolios
- Performance Management / Professional Review records
- Job descriptions

Notes:

Principle 3 Leadership, Management and Governance <ul style="list-style-type: none"> Managers are effective in leading, managing and developing people. Effective strategies reflect the ability to recognise that best practice from within the school or elsewhere can contribute to proposed changes. 		
Focus Statements	Judgements & Trends X/P/E 1 2 3 4	Evidence & Issues Arising
The CPD Leader accesses appropriate training, networks and information to secure effectiveness.		
A coherent, co-ordinated and differentiated programme of Continuing Professional Development is delivered for all staff based on their own and the school's / setting's needs.		
The Governing Body identifies a Governor who is responsible for promoting Governors Development and liaising with the CPD Leader.		
Headteacher reports to Governing Body providing quantitative, qualitative and impact information about Continuing Professional Development and an annual cost benefit report is produced.		
The Governing Body completes self-evaluation regularly to enable them to plan Governors Development to support the School Improvement Plan targets and their role as governors.		
Leadership have high expectations and encourage and support a culture of Continuing Professional Development, valuing and encouraging Continuing Professional Development for all staff.		
Responsibility for keeping appropriate school records for Continuing Professional Development are clearly defined and appropriately deployed.		
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Principle 4: Impact

Possible sources of evidence for Impact

- Data collection and analysis
- Cost benefit analysis
- Reports to governors
- School Improvement Plan review
- Staff evaluation and impact reports
- Ofsted report
- Investors in People report
- Performance Management review outcomes
- Recruitment and retention trends and impact on standards analysis

Notes:

Principle 5: Best Value - Compare, Consult, Challenge and Compete



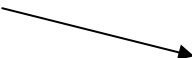
Possible sources of evidence for Best value:

- Benchmarking data
- Applications for funding
- Questionnaires
- Minutes of Continuing Professional Development cluster / consortia / network meetings
- Cost benefit analysis
- Strategic Continuing Professional Development Plan
- School Improvement Plan

Notes:

Principle 5: Best Value

- The principles of best value are central to the school's management and use of resources.
- Evaluation of CPD informs cost/benefit analysis.

Focus Statements	Judgements & Trends X/P/E 1 2 3 4	Evidence & Issues Arising
The school / setting has a clear vision of relevant, cost effective staffing for the future and a strategic plan for Continuing Professional Development to support its development.		
The school / setting seek Continuing Professional Development for its community using the best value criteria and benchmarking their data against similar schools.		
Effectiveness and efficiency standards are used at the planning stages and are an integral part of the planning process.		
The leadership of the school / setting is proactive in seeking funding for Continuing Professional Development locally, nationally and internationally.		
The leadership of the school / setting consults with the school / setting community to identify Continuing Professional Development needs.		
The school / setting is actively involved in Cluster, Consortia, Network and shared initiatives to support Continuing Professional Development.		
The school / setting leadership complete a cost benefit analysis of professional development and the outcomes for the school.		
The school / setting provide good value for money when Continuing Professional Development is analysed against outcomes.		
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Principle 6: Extended School and Beyond

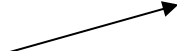

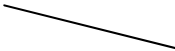
Possible sources of evidence, Extended School and Beyond

- Vision statement
- Community professional learning opportunities offered at the school / setting
- Use of school or setting for after-school/setting learning
- External students records
- Reports of international study visits
- Governing Body reports
- Evidence of Network learning Communities
- Multi-cultural and international education provided in the curriculum

Notes:

Principle 6: Extended School and Beyond

- Extended schools, Training schools, Specialist schools, Consortia and Clusters provide and benefit from a broad range of CPD opportunities and support
- Network Learning Communities and Learning Communities exist.
- The school is organised efficiently and managed reflectively, informed by good management practice elsewhere and CPD is for the benefit of all those working at the school / setting, including volunteers.
- Staff have CPD opportunities to ensure that pupils are culturally aware, recognise and understand their own cultures and the influences that have shaped them.
- The whole school / setting community appreciate cultural diversity and accord dignity to other people's values and beliefs.

Focus Statements	Judgments & Trends				Evidence & Issues Arising
	X/P/E	1	2	3	
The school / setting is at the centre of the local community providing Continuing Professional Development opportunities for those who work in the school / setting community including volunteers.					
The school / setting ensures that students external to the school (e.g. Universities, Colleges) are actively involved in the life of the school and are offered opportunities for professional learning.					
The school / setting actively encourages pupils, governors and staff and other stakeholders to fully embrace global citizenship, including international Continuing Professional Development..					
The school / setting is proactive with other learning organisations to create or be involved with networks that support professional learning opportunities locally, nationally and internationally.					
The school / setting supports Initial Teacher Training and other routes into teaching whenever it can do so effectively.					
The school / setting supports routes into careers involving working with children and young people, in addition to the teaching profession.					
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Appendix 1

Continuing Professional Development Methods and Strategies

- Action Research
- Award Bearing programmes
- Briefings
- Building and utilising development and improvement teams
- Coaching
- Conferences
- Critical Friend
- Cross teams / schools development and evaluation collaboration
- Distance Learning (including ICT)
- Experiential Learning
- Job enrichment
- Mentoring
- Non-award bearing programmes
- Observation
- One-off courses
- Networks
- Performance Management
- Practical Tasks
- Professional review
- Reading and research
- Reflective practice
- Shadowing
- Sharing and disseminating knowledge and successful practice
- Talking with and questioning other staff
- Team discussion
- Visiting other good practice schools
- Visiting other good practice teams

Appendix 2

Bibliography

Ofsted Publications

<http://www.ofsted.gov.uk/publications/>

- **Handbook for Inspecting Primary and Nursery Schools**
- **Handbook for Inspecting Secondary Schools**
- **Handbook for Inspecting Special Schools and Pupil Referral Units**
- **Continuing professional development for teachers (2002)**
Ofsted 'visited a sample of schools to evaluate the management and effect of teachers' continuing professional development (CPD) activities. The focus was on activities falling within the scope of the School Improvement Grant of the Standards Fund, particularly the self-improvement element that enables schools to plan and put in place improvement programmes in line with their own development plans'
- **Support for minority ethnic achievement: continuing professional development (2002)**
This is a survey set out to answer the following questions:
 - *Has the extent and quality of professional development offered by central EMAG teams improved under the new funding regime?*
 - *To what extent have headteachers used devolved funding to support professional development for mainstream and specialist staff?*
 - *What are the features of good professional development for raising the attainment of pupils with EAL and under-attaining groups?*
 - *How are schools and local education authorities (LEAs) monitoring the impact of this professional development?*

The Standards Site

- <http://www.standards.dfes.gov.uk/giftedandtalented/guidanceandtraining/continuingprofdev/>
-Information about CPD for colleagues working in the area of Gifted and Talented students

Teachernet Website

- <http://www.teachernet.gov.uk/professionaldevelopment/>
 - Information on the government's CPD strategy
 - Work in progress....
 - What next?
- <http://www.teachernet.gov.uk/wholeschool/teachingassistants/?section=1095&CFID=7173743&CFTOKEN=5bb82f5-5e3cb8b0-abf2-42d7-b555-104d61ead3df>
 - Latest news about developments relating to Teaching Assistants
- <http://www.teachernet.gov.uk/wholeschool/remodelling/?section=1151&CFID=7173743&CFTOKEN=5bb82f5-5e3cb8b0-abf2-42d7-b555-104d61ead3df>
 - Information about the Remodelling the Workforce agenda

The General Teaching Council Website

- <http://www.gtce.org.uk/gtceinfo/profstandhome.asp>
 - GTC information about professional standards for teachers
- <http://www.gtce.org.uk/gtceinfo/country.asp>
 - How the GTC is working locally around the country to develop CPD strategies
- <http://www.gtce.org.uk/pdfs/peer.pdf>
 - GTC Guide to Peer Observation

- <http://www.brightlemon.com/gtc/gtcform.htm>

Information about how to get involved in GTC projects in:

- peer observation
- mentoring
- The role of the CPD Co-ordinator in school
- School self-evaluation and the CPD Co-ordinator
- Teacher support for trainee teachers and NQTs
- Developing an CPD entitlement policy in my school
- Action research as a form of CPD

- http://www.gtce.org.uk/gtcinfo/newsletter_selfevalu.asp

A case study of one school's approach to self-evaluation and CPD

Includes examples of CPD initiatives

The National College for School Leadership Website

- <http://www.ncsl.org.uk/>

National College of School Leadership Site offers a very wide range of information and links including information on Networked Learning Communities

The National Grid for Learning website

- <http://www.ngfl.gov.uk/>

The Virtual Teacher Centre provides a focus for information and resource materials for teachers, including support for professional development and classroom resources.

NFER Website

- http://www.nfer.ac.uk/research/pub_template.asp?theID=261

A description of the report from NFER 'Evaluating School Self Evaluation'

Fast Track Teaching website

- <http://www.fasttrackteaching.gov.uk/>

Provides information about the Fast Track teaching programme which aims to recruit future education leaders

Books by John Macbeath on School Self Evaluation

- MacBeath, J. (1999) Schools Must Speak for Themselves: The Case for School Self-Evaluation, London, Routledge
- MacBeath, J. and McGlynn, A. (2002) Self-evaluation: what's in it for schools?, London, Routledge Falmer

Continuing Professional Development Self-evaluation Tool Development Group Membership

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