

Leamington Vineyard Learning Centre

CPD (Continuous Professional Development) Policy

Principles, Values and Entitlements

LVLC is a “learning community” and is committed to providing opportunities for the continuing learning and development of its entire staff. Professional development is the means by which LVLC is able to deliver organisational, team and individual development priorities. In developing our CPD delivery, our central emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals through the creation of a learning community.

The key elements of the CPD policy comprises:

- the effective auditing and identification of need and aspiration - appropriate match of provision to learning needs;
- reliable and explicit evaluation of the impact of provision;
- the dissemination of effective practice.

LVLC has an expectation that all members of the learning community will take an active role in their own professional development, and believes that all members of staff have a responsibility to support the professional development of their colleagues.

All members of the LVLC learning community will have an entitlement to access a high-quality induction and continuing support and development.

LVLC’s CPD provision will allow staff to develop skills and competencies progressively, thereby allowing them to build on and reinforce skills and expertise dealt with earlier.

LVLC will provide and support opportunities for professional recognition including accreditation of the CPD undertaken.

LVLC will use a range of types of provision and providers adopting “Best Value” principles in determining these. We believe staff will benefit most where a wide range of different types of CPD are on offer. Whenever possible, the types of CPD selected will be the most appropriate to the needs of LVLC and of individuals.

LVLC is committed to working with all training providers to develop and improve the services they provide through collaborative planning and detailed feedback.

Auditing and Identifying CPD Needs

Professional development will be co-ordinated by a CPD Leader with an appropriate job description and who is a member of the LVLC’s leadership team. LVLC’s Principal is nominated as the CPD Leader. The CPD Leader will be appropriately trained and will be provided with annual opportunities to network with other schools and training providers.

The CPD Leader will be responsible for identifying the training and development needs of the LVLC community. These needs will be identified through mechanisms such as performance management, self-evaluation, national and local priorities, other internal and external monitoring and feedback evidence and through informal and formal discussions with individuals and teams.

The CPD Leader will be responsible annually for discussing with the LVC Leadership the main training and development priorities and the budgetary implications of addressing these needs.

The CPD Leader will be responsible for ensuring that appropriate opportunities are provided for the following, as appropriate:

- all teachers, regardless of their experience, qualifications or career stage;
- teaching assistants;
- regular supply staff;
- the Principal;
- support staff;
- volunteers;

The CPD Leader will facilitate access to a range of professional development opportunities and be responsible for communicating opportunities to appropriate staff.

The CPD Leader will be responsible for ensuring the effective organisation of access to opportunities, eg. booking, confirmation and for providing appropriate support such as organising relevant resources, setting up appropriate meetings and organising membership of, and subscriptions to, appropriate bodies such as subject associations and school improvement organisations.

Match of Provision to Needs

Opportunities for professional development will:

- meet identified individual, LVLC or national development priorities;
- be based on good practice - in development activity and in teaching and learning;
- help raise students' achievements;
- be provided and delivered by those with the necessary experience, expertise and skills;
- be planned systematically and follow the agreed programme except when dealing with emerging issues;
- be based, where appropriate, on relevant standards;
- be based on current research and inspection evidence;
- make effective use of resources, particularly ICT;
- be provided in accommodation which is fit for purpose with appropriate equipment;
- provide value for money;
- have effective monitoring and evaluation systems including seeking out and acting on user feedback to inform the quality of provision.

LVLC will support a wide portfolio of CPD approaches identified according to "Best Value" principles and which reflect the learning effectiveness of the participants. These include:

- in-house training using the expertise available within the LVLC team and collaborative activity (eg. collaborative teaching, planning and assessment, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving, modelling);
- producing documentation or resources (eg. curriculum development, teaching materials, assessment packages, ICT or video programmes);
- coaching and mentoring and engaging in a learning conversation;
- job enrichment/enlargement (eg. a higher level of responsibility, front line working in someone else's job, job sharing, acting roles, job rotation, shadowing, leading meetings);
- partnership/collaborative working with other local schools;
- accessing an external consultant/adviser or relevant expert;
- master classes, model and demonstration lessons;
- role play, simulations;
- collecting and collating student feedback, data and outcomes;
- attendance at a lecture, course or conference;
- visits to observe or participate in good and successful practice;
- secondments, exchanges and placements (eg. within a regional or national organisation, or with another teacher, school, alternative provider, higher education, industry);

- postgraduate professional development, other qualifications from higher educational institutions, and other forms of professional recognition and qualifications such as NVQs, Higher Level Teaching Assistants qualifications, NCSL programmes;
- research opportunities;
- distance learning (eg. relevant resources such as educational journals and publications, training videos);
- practical experience (eg. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, involvement in local and national networks, involvement with a subject or specialist association);
- external partnerships (eg. with a colleague, group, subject, phase, activity or school-based team meetings and activities such as joint planning, observation or standardisation, special project working group).

Recording CPD and Evaluating Impact

All CPD activity will be monitored and evaluated to assess its contribution to LVLC's continuous improvement and the raising of students' achievement levels. A central record will be kept of all CPD undertaken by LVLC staff. All staff are encouraged to keep an appropriate professional development portfolio for their own professional use.

All staff will be encouraged to reflect on their development and evaluate the impact of CPD.

Relevant feedback about the provision and the content should be provided for the CPD Leader. The CPD Leader will be responsible for ensuring any necessary follow up with the CPD provider, eg. feedback, issues of access.

The CPD Leader will annually review whether any aspects of the CPD provision do not represent value for money in terms of their impact, and will take appropriate action. The CPD Leader shall be committed to ensuring that CPD systems and procedures conform to current best practice. This will be undertaken at a variety of levels including:

- immediate/short term evaluation by participants;
- longer term follow up for a sample of CPD undertaken usually at a period no less than 3 months following the provision;
- informal discussion with colleagues about improved practice.

Measures used to determine the impact of training and development will be drawn from:

- CPD participant evaluation
- student and LVLC achievement and outcomes;
- more effective and embedded high quality teaching and learning successfully using a greater variety of teaching and learning approaches;
- a positive climate of supporting success and effort;
- staff confidence, enrichment, motivation, self-esteem, readiness and willingness to take risks, collaboration, reflectiveness;
- pupil enthusiasm, resilience, engagement and commitment to learning;
- the changing qualification profile of the staff.

Disseminating Good Practice

Following professional or other development, the participant will discuss with the CPD Leader the opportunity and need to effectively disseminate or circulate more widely the learning points, or to follow up with other staff. The CPD Leader will be responsible for organising the dissemination of good practice.

Methods for the dissemination of good practice may include:

- circulating relevant resources;
- a session at a staff meeting;
- introducing a teaching or learning strategy.