

Continuing Professional Development (CPD)

CPD refers to any activity that increases the skills, knowledge and understanding of teachers, and their effectiveness in schools. CPD encompasses all formal and informal learning that enables individuals to improve their own practice. It builds upon initial teacher training and induction and includes development and training opportunities throughout a career and concludes with preparation for retirement.

CPD can:

Update and extend a teacher's knowledge and skills in new developments and new areas of practice – to ensure continuing competence in their job

Train teachers for new responsibilities and for a changing role

Develop personal and professional effectiveness and increasing job satisfaction

Professional development is an aspect of personal development and, wherever possible, the two should interact and complement each other. In this way, CPD for all staff is the key to whole School improvement. If teachers are going to be able to reflect effectively on their own practice, they must be able and prepared to take up opportunities that will enable them to improve. Such improvement can take place in a whole school, pastoral (House), departmental, co-curricular or individual context. The nature of any professional development will depend on this context. Some will involve whole staff INSED which takes place on-site and which will involve a particular whole School issue which requires the involvement of every member of staff.

Alternatively teachers may attend INSED delivered off-site. However such development training will only make up a small part of the professional development of any teacher through the year. Most will involve active discussion and reflection between colleagues about what works and what doesn't. This would primarily be with colleagues in one's own department or House, but ideally should also involve discussion with colleagues in other departments, houses and schools. Sharing effective practice in this way will inevitably lead to departmental, House and School improvement. Opportunities for such discussion will arise in formal and informal House, Departmental or co-curricular meetings.

There will also be opportunities for staff to make presentations as part of their own professional development during staff meetings and also to discuss broader issues with colleagues. Time is allocated on Friday between 16:30 – 18:00 for the delivery of in-house training. Details of the in-house professional development programme are available on the staff intranet.

Teaching staff should maintain a career development portfolio which records any relevant CPD as part of the Professional Development Review scheme. This will help inform teacher self-evaluation as part of the performance review process.

Guidelines for Teaching Staff on Applying for Externally Provided Development

Details of externally provided courses that may be of interest (along with the relevant forms that need to be completed) are found on the 'professional development' area of the staff intranet. This page will be regularly updated. If you find a course that may be of interest, there are a number of things that need to be considered:

How will the course fit into the strategic needs and requirements of your Department or House, and within the strategic aims of the Senior School? Do you have a coherent development plan in your Department or House for the CPD of staff? If you do, how will the training fit into that plan over the short and mid-terms?

Is the expertise already available from other members of the College staff?

How will the information gained from the course be disseminated within your Department or House? Through meetings, presentations etc? Should the information be disseminated to a wider audience – for example at a HoDs, HoMMs or staff meeting or through the staff intranet?

Is the course related to aspects of teaching, learning and/or pastoral care and will it provide opportunities for reflection on your or your Department's or House's professional practice?

Will the course provide value for money?

How disrupted will the teaching programme be by the absence of a teacher on a course? There will be times, e.g. before exams etc, where absence may be inadvisable.

Other comments:

We appreciate that not being able to go on a course may be a disappointment. The reason will most likely be related to one of the above points or a lack of funds – the first one probably being the most important of all. However, if you can justify your application using the above headings, everything will be done to help improve the performance of your Department or House.

Procedure:

If you do find a course you would like to attend, complete the relevant form here:
<https://digitalarchway.ardingly.com/deputy-head---academic/inset-request-forms>