



Your staff – your future

Celebrate, recognise and extend your school's
approach to professional development
with the CPD Mark

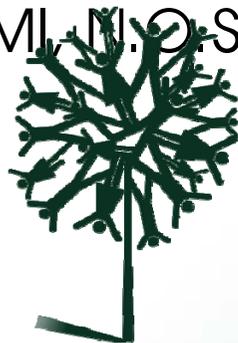
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What is the CPD Mark?

It is a quality mark which demonstrates that a school or college meets and exceeds the latest

TDA standards for Continuing Professional Development

(Professional standards for teaching staff, NCSL, HLTAs, CMI, N.O.S. Others?)



Who are we?

- CPD Mark staff are comprised of school/college Senior Leaders, LA Advisers, SIPs, Lead Inspectors etc.



Background / Origins

Department for Education and Employment: *'Learning and Teaching: a Strategy for Professional Development.'*

- ..for many teachers their image of CPD is still of one-off events or short courses, often away from the school, of variable quality and relevance, delivered by a range of external providers.
- But as teachers and their team leaders begin to set development objectives as part of the performance management process, and consider how best to meet them, we believe there is real value in thinking **first** about creating opportunities within their own school, and through links with other schools, to learn from and with other effective colleagues.

Govt Select Committee: 'Better Training: Better Teachers?'

Over 140 teaching professionals including researchers and practitioners attended Parliamentary seminar "Better Training: Better Teachers?"

Hosted by Barry Sherman MP, Chair of the Children, Schools and Families Select Committee. The Committee is undertaking an inquiry into Initial Teacher Training (ITT) and Continuing Professional Development (CPD) for teachers.

Presentations by two guest speakers – Professor John Furlong, Director of the Oxford University Department of Education, and Dr David Pedder, Lecturer in Educational Leadership and School Improvement at the University of Cambridge

Dr Pedder called for a more strategic approach to CPD planning to provide for the wide range of professional development needs that exist in schools today.

TDA: Professional Standards

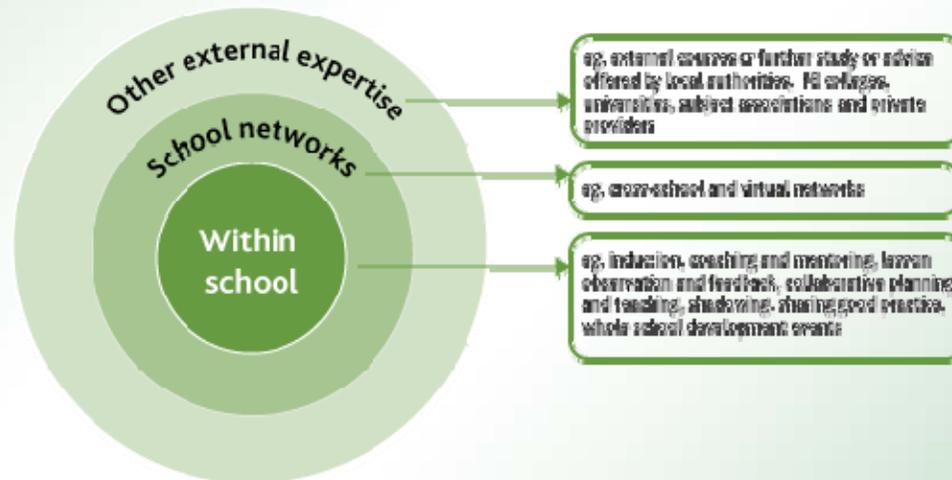
- All teachers should have a professional responsibility to be engaged in effective, sustained and relevant professional development throughout their careers and all teachers should have a contractual entitlement to effective, sustained and relevant professional development throughout their careers.
- There should be a continuum of expectations about the level of engagement in professional development that provides clarity and appropriate differentiation for each career stage.
- The expectations about the contribution teachers make to the development of others should take account of their levels of skills, expertise and experience, their role within the school, and reflect their use of up-to-date subject knowledge and pedagogy.

21st Century Schools System (TDA)

- Schools need to be flexible to ensure efficient & effective use of resources.
- Schools need the engagement of parents and carers to improve outcomes for children and young people.
- Schools need to contribute to community objectives, including community cohesion, sustainability and regeneration.
- All members of the workforce are valued and included in effective PD plans and Performance review processes. Governors – Support Staff.

CPD - the TDA definition:

- Continuing professional development (CPD) consists of reflective activity designed to improve an individual's attributes, knowledge, understanding and skills. It supports individual needs and improves professional practice.
- There are many possible sources of CPD, as shown in the diagram below. Some forms of CPD may encompass elements from more than one of these sources.



CPD weaknesses observed by Ofsted:

'The Logical Chain' Ofsted CPD Survey 159 schools.

'Few schools successfully evaluate the impact of CPD.'

'A large number of schools do not have an effective method for assessing the value for money of their CPD.'

'Arrangements for identifying the individual CPD needs of the staff are too subjective.'

'Schools make insufficient use of coaching and mentoring as a form of CPD.'

'Most schools have not considered how the time made available by workforce reform could be used for CPD.'

Ofsted response to examples of good CPD practice:

- ***‘CPD was central to the schools’ improvement planning.’***
- ***‘The support staff are provided with good and varied opportunities for training and professional development.’***
- ***Plan professional development days well to support their improvement plan.***
- ***‘The staff benefited from the wide range of different types of CPD on offer.’***
- ***‘The school had sufficient resources to provide the CPD which staff needed.’***
- ***‘Newly-qualified teachers were supported effectively by the CPD programme.’***

Ofsted's recommendations



Schools should:

- *make CPD central to improvement planning*
- enhance managers' skills in evaluating the impact of their CPD arrangements
- devise easy to use practical tools to enable schools to assess the value for money and cost effectiveness of their CPD
- *provide more subject-specific training and development (in primary schools).*
- *provide support staff with good and varied opportunities for training and development*
- *support newly-qualified teachers effectively through the CPD programme*
- *use models of individual training plans*
- *make more effective use of coaching and mentoring.*

How the CPD Mark can help:



The Continuing Professional Development Mark framework addresses every one of the key CPD issues identified by Ofsted, The TDA standards for teachers, senior and middle leaders, NOS, HLTAs,. CMI etc.

It drives school improvement by impacting directly on standards of achievement, staff and pupils' personal development, learning, teaching, the curriculum, assessment, leadership, management and partnerships.

It involves the governors and all the stakeholders in the wider community in school Improvement.

It identifies priorities for action.

How it helps *your* school(s)

- We've done the research for you! We have created the structure.
- You don't even have to ask yourself the questions; we have asked them for you!
- Has clearly-identified success criteria. All you have to do is provide the evidence, and we *even* refer you to the sources of evidence!
- Is an assessment - not an inspection
- Shares and celebrates good practice
- Will fully support your school improvement processes
- Helps you to source the best training and development for all staff
- Embeds a flexible approach to CPD which is tailored to meet individual needs
- We provide all the support and advice needed to successfully complete the process.
- We have linked the process to school SEF and ECM, TDA Standards and Ofsted requirements.
- Empowers all stakeholders
- Leads to a nationally recognised award

The six steps covered by the CPD Mark:

- A vision for CPD
- The induction of new staff (ALL staff new to post)
- Flexibility, effective partnerships and supporting networks
- Professional standards (TDA, NOS, NCSL, CMI, LLUK)
- Curriculum development
- Performance management

The process: 5 activities

- The 'Big Picture'. The main sources of evidence
- Use our *Starting Points* document to evaluate your current CPD practice.
- Develop an action plan leading towards your assessment.
- Provide evidence to support your responses to each of the eight steps in the framework (the *Framework Exemplar* identifies where evidence may be found e.g: in your SEF, meeting notes, policy documents etc.)
- Assessment

Typical development areas/action points

- Identify a lead governor
- Evaluate impact of CPD on achievement (in particular areas)
- Governors to receive training in recognising effective CPD
- Include/improve staff self-evaluation in performance management
- More staff use of personal career development portfolio
- No formal structure to coaching and mentoring
- Middle leaders to be trained in PM reviews and target setting

The full CPD Mark package:

- **Telephone and email advisory support throughout the process**
- **Electronic copies of the framework and sample evidence**
- **A questionnaire for CPD assessment: *The Starting Points***
- **Feedback on the internal audit prior to assessment**
- **A full, independently-moderated, report following the assessment with notes for development**
- **A plaque and a certificate where the portfolio of evidence meets the CPD Mark criteria**
- **Logo artwork for your school stationery etc**

Achieving the CPD Mark represents an investment in your long-term future

- With schools spending the majority of their budget on staffing, the CPD Mark will ensure the very best return on your investment in every member of the school team.
- Outstanding CPD plays a key role in reducing staffing costs, by improving morale, motivation and staff retention.

'The CPD Mark process was incredibly valuable and has helped to provide more clarity and consistency about our approaches to CPD. It will inform our school improvement processes and the quality of our planning and evaluation.'

The Deputy Headteacher of a secondary school in
Greater Manchester



The final word:

The process of achieving the CPD Mark award will provide opportunities for every member of staff to have a say in the development of your school and a clear understanding as to how their own development will contribute to raising levels of achievement.

'The key benefit of the CPD Mark is that it is a kind of quality assurance that we are doing everything we can to develop all individuals within the school.'
A Senior Leader in a Greater London Primary School

Visit our website: www.cpdmark.co.uk



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Q & A