

11 Additional Policies

11.05 Continual Professional Development (CPD) Policy

Little Acorns (Colleton) Pre-school believes in the DfE philosophy that “effective teachers should take ownership and give a high priority to professional development”. It believes that the opportunity to develop professionally and personally both improves standards and raises morale which assists in recruitment and retention. Little Acorns ensures that all members of staff have an equal access to high-quality induction and continuing professional development.

Aims

The emphasis will be on improving standards and the quality of teaching and learning. The ultimate aim is the improvement in the practice of individuals and teams through creating a learning community where support, collaboration and self-improvement are valued.

The pre-school will have effective measures in place to audit the professional and personal needs of staff and link to the pre-school's self-evaluation and supervision/appraisal procedure. The pre-school's CPD policy will seek to address the needs created by national and local priorities, the needs of the pre-school and individuals' needs and aspirations.

Procedures

- The CPD leader at Little Acorns (Colleton) Pre-school is the Manager.
- All staff will have opportunities through regular supervision meetings, staff appraisals in the spring term, professional discussions or other mechanisms (e.g. staff questionnaire) to discuss their professional development needs.
- The pre-school will seek to engage in a range of external and internal CPD provision to meet its needs.
- The pre-school will ensure a range of CPD opportunities are planned with “fitness for purpose” in mind.
- Staff will be required to provide feedback on the learning gained from CPD activities.
- The dissemination of good and successful practice within and beyond pre-school will be a key part of pre-school improvement.
- The pre-school will seek to support accreditation of the professional development of staff.
- This policy will operate according to principles of best value. Where possible we will share CPD with other pre-schools within the cluster to minimise costs.
- Any additional training (CPD) will be by exception and the discretion of committee- and after completion of the Training Agreement (provided by Peninsula).
- Mandatory courses (e.g. SENCO, safeguarding, first aid, prevent, food hygiene) will be provided by the pre-school and all costs (both course fees and staff hours) will be met by the pre-school.
- The pre-school is happy to support staff attending their own CPD, although course costs and time will not necessarily be met by the pre-school but may be discussed.
- Achievement of a qualification (such as Level 2 or Level 3 Childcare) may not immediately result in salary remuneration.

Identifying CPD Needs and Opportunities:

The CPD leader and admin will be responsible for identifying the pre-school's CPD needs and those of the staff working within it. CPD will be an integral part of the pre-school's development plan and be based on a range of information:

- The needs of the pre-school as identified through its self-evaluation
- Performance Management
- Feedback from staff & the committee
- Issues identified through other monitoring, e.g. OFSTED, LA monitoring
- National and local priorities, e.g. national strategies, the LA, local community priorities

The CPD leader will be responsible for advising the committee about the key CPD priorities, drawing up an annual plan and costing the budgetary implications of addressing these needs. They will provide details of the range of CPD opportunities available and be responsible for communicating relevant opportunities to appropriate staff, e.g. relevant courses and partnership groups. They will also be responsible for ensuring the efficient organising of opportunities, e.g. booking, course costs, contracts, replacement cover arrangements, circulating relevant materials;

CPD Activities and Opportunities:

The pre-school will support a range of CPD approaches. These include:

- attendance at a course or conference;
- in-school training;
- school-based work through accessing an external consultant/adviser or an advanced skills or leading teacher;
- observation, evaluation and feedback;
- team teaching;
- pre/school visits to observe or participate in good and successful practice;
- coaching and mentoring;
- research opportunities;
- online learning;
- practical experience, e.g. contribute to a training programme, co-ordinate or support a learning network, involvement in local and national networks;
- acting up or work shadowing, producing documentation or resources;
- partnerships with a colleague, group, subject, phase, activity or pre-school-based;
- creating a learning environment within the pre-school.
- moderation within the local cluster

The activities and opportunities available will reflect the Code of Practice produced by the DofE and Wokingham Borough Council. They will only be offered to the staff and committee if they;

- meet identified individual, school or national development priorities;
- are based on good practice – in development activity and in teaching and learning; help raise standards of pupils' achievements;
- respect cultural diversity;
- are planned systematically and follow the agreed programme except when dealing with emerging issues;
- are based on current research and inspection evidence;
- make effective use of resources,
- provide value for money;
- have effective monitoring and evaluation systems including seeking out and acting on
- user feedback to inform the quality of provision.

Follow Up:

1. Following a professional development opportunity, the participant will share appropriate feedback with the CPD leader and discuss the opportunities to disseminate to other staff.

2. The CPD leader will be responsible for ensuring that any appropriate good practice in the pre-school is shared appropriately, e.g. Staff meeting or electronic communication; and beyond the pre-school as appropriate.

Evaluation of CPD:

The CPD leader will be responsible for collating the views of staff on the impact of the CPD opportunities on any changes to classroom practice, improvements to teaching and learning, improvements to aspects of their leadership roles or any other impact. Staff are asked to reflect on the impact of any training during supervision meetings.

Annually the CPD leader will provide a report to the committee on the benefits and impact of the programme and future needs especially as they relate to:

- pupil progress and attainment
- improved teaching and learning including teaching and learning styles,
- increased pupil understanding and enthusiasm;
- increased staff confidence;
- increased evidence of improved leadership roles;
- recruitment, retention and career progression for staff.