

SELF-EVALUATION OF PROVISION FOR CONTINUING PROFESSIONAL DEVELOPMENT: WHAT DO WE ACTUALLY DO?

FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
<ul style="list-style-type: none"> • Staff rarely engage in professional development activities • There is no leadership/coordination of CPD • Anecdotal & unplanned discussion of the impact on teaching and learning 	<ul style="list-style-type: none"> • staff development/CPD coordinator handles paperwork of applications for courses. Holds copy of Torbay CPD programme. • records of courses attended kept by some staff but largely ad hoc • discussion of classroom practice in teaching and learning rare • thinking about CPD only takes place when performance management makes it difficult to avoid • list of who has been on what course maintained • meetings rarely organised to focus on sharing/developing practice, concentrating instead on procedures & admin. • little done to monitor/evaluate impact of CPD on teaching & learning 	<ul style="list-style-type: none"> • staff development/CPD coordinator well informed about courses locally & further afield when consulted • all staff keep an individual record of courses attended • CPD objectives from performance management collated for HT • requests made to engage in action research, accredited training, networking considered by senior management • time made available to discuss/share/develop practice on request • CPD undertaken mainly courses & closure days • collated/organised record of courses attended kept, linked to SIP/SDP • monitoring/evaluating impact of CPD based largely on anecdotal evidence 	<ul style="list-style-type: none"> • staff development/CPD coordinator well informed about courses, initiatives. Proactive in drawing opportunities to the attention of appropriate staff. • all staff make good use of a CPD portfolio • CPD portfolios a key part of performance management, discussions with line manager. • CPD needs identified from performance management & other evidence are addressed practically • staff suggestions of CPD opportunities welcomed • frequent opportunities are provided to discuss teaching & learning, share & develop practice • CPD undertaken includes, and extends beyond, courses • monitoring/evaluating impact of CPD documented & rigorous - based on lesson observation, work sampling, discussions, CPD portfolios • action research, accredited training, networking, seeking external sources of funding key features of practice