

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

FOCUSING	DEVELOPING	ESTABLISHING	ENHANCING
<ul style="list-style-type: none"> • Individuals occasionally identify their own needs and ask to go on a course • Outside initiatives and opportunities pass the school by • No identified funding for CPD 	<ul style="list-style-type: none"> • no formal process in place for identifying CPD needs beyond performance management • processes of identifying CPD opportunities largely reactive to outside initiatives and opportunities • ad hoc approaches to planning activities and evaluating their quality • no proper processes of planning/ managing funding for CPD 	<ul style="list-style-type: none"> • staff development/CPD co-ordinator keeps up-to-date with DfES initiatives • policy has set date and procedure for review • approaches to identifying CPD opportunities designed to draw on performance management / school improvement plan • processes in place for evaluating the quality of CPD courses undertaken • process of considering impact of CPD activity involves general discussion with participants • funding for CPD managed centrally 	<ul style="list-style-type: none"> • staff development/CPD co-ordinator takes account of DfES, NCSL, local and other initiatives in developing policy and practice • processes for identifying CPD activity set out based on range of evidence including professional development portfolios & performance management • approaches to evaluating quality of CPD include on- and off-site activities • agreed approaches to evaluating the impact of CPD activities include lesson observation, work sampling etc where appropriate • CPD activities built into school improvement and other action planning processes • action research, accredited training, networking actively encouraged • responsibility for funding held by staff development/CPD co-ordinator and delegated to other staff as appropriate