



# CPD Leadership

Resources to help you in your role



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# How to use this toolkit

## A brief note on how to get the most out of this pack

Thanks for downloading or taking a copy of this CPD leadership toolkit. I hope it will prove useful to you in your role.

The toolkit is laid out to cover some of the key issues for CPD leaders, and some essentials on what you need to know to develop your staff as effectively as possible.

There are two main parts: the articles which provide guidance, key information, and models of effective CPD in practice, and the resources which can help save you time and act as useful pro formas. We'd recommend using the entire toolkit as one, but you can also pick out individual areas depending on your needs and interests.

There are four key templates at the end:

- a collection of effective coaching questions
- a personal development plan template
- an impact evaluation form for CPD activities
- a whole-school CPD action plan, including a 1 year and a 3 year template.

I hope you find this toolkit useful, and would love to hear any feedback or questions you have. You can send them through to [owen.carter@optimus-education.com](mailto:owen.carter@optimus-education.com).

Many more resources like these are available to Optimus Education members. Want to find out a little more about how Optimus Education works with schools to support their CPD programmes? Do get in touch at [customer.services@optimus-education.com](mailto:customer.services@optimus-education.com) or give us a ring on 0845 450 6404 – we'd love to chat.

**Owen Carter**

**Content Lead, Optimus Education**



# Principles of effective CPD: a research summary

## How to improve the CPD offer for teachers in your school? We summarise some of the research evidence on professional learning

Regardless of the specific goals and targets you may have for CPD, the overall aim for all schools is enabling professional learning that is of great quality and that is focused on improving the outcomes for pupils. Fortunately a substantial amount of research has focused on the question of high-quality professional development. Here we'll summarise the top findings from some of the largest systematic reviews.

### Collaboration matters

The CUREE report *Understanding What Enables High Quality Professional Learning* asked the question: 'What are the characteristics of high quality professional learning for practitioners in education?' Their focus was specifically on CPD that leads to benefits for pupils.

One of their top findings was that CPD is most likely to benefit students if it is collaborative, involving staff working together over time, sharing evidence about practice and trying out new approaches.

The same finding was made by the Teacher Development Trust review *Developing Great Teaching*, which noted that peer support was a common feature of effective professional development. It stressed that collaboration on its own is not enough, however, and that CPD leaders need to play a role in embedding processes across the school.

The CUREE report suggests a few ways to embed effective collaboration:

- learning from observing teaching and learning exchanges
- immersion in exploration of pupils' learning and teachers' contributions to it
- joint enquiry, coaching and mentoring, development of networks and structured dialogue
- active engagement with professional learning through collaborative problem-solving and role play, practising, planning, experimenting, adapting, reviewing and debriefing.



## Focus on pupil outcomes

In Helen Timperley's booklet *Teacher Professional Learning and Development*, the first principle for effective CPD is to 'focus on valued student outcomes'.

What this means is that focusing on what pupils need to learn, or the needs they have, is an effective way to direct professional development. Keeping outcomes in mind first of all avoids probably the most common problem with all CPD: ideas might be taken in, but practice never actually changes.

This is an idea strongly echoed in both the TDT and CUREE report, and it links to our next principle.

## Make it relevant

Much CPD tends to focus either on generic pedagogy – 'differentiation', say – or on subject knowledge, without relating the training to the specific contexts and needs of individual teachers.

The research evidence suggests that this approach is flawed. CUREE recommend giving time for the synthesis of 'relatively generalised, context-free theories and concepts with the specifics of the teacher's working context'. The TDT report suggests that schools need to do a better job in helping teachers to identify and understand their needs, and making sure that training is relevant to them.

Training on teaching skills should be woven in with material on subject-specific pedagogy and knowledge, and much attention needs to be given to how it relates to a specific teacher's practice. Just telling a teacher about something doesn't make for effective CPD.

One way of addressing this is to make sure that staff know precisely how to contextualise learning.

- What is it about your school that is unique?
- How are staff currently supported in understanding their context and in synthesising that with new learning to best support pupil progress?
- Could this usefully be developed?



## Sustain CPD over time

Duration, rhythm and opportunities for feedback really matter for CPD to work. Joyce and Showers studied over 200 Inset programmes in *Student Achievement through Staff Development* and found that the vast majority of training programmes failed to make any changes in participants' practice. Those that were successful were sustained over a long time, and provided multiple opportunities for practice and in particular peer coaching both before and after training.

This is a big emphasis in the TDT report as well, which went so far as to claim that 'the most effective professional development lasted at least two terms – more usually a year (or longer)'. This can sound daunting, but what it means for the CPD leader is to embed any one-off sessions within a longer-term programme of support and engagement. Difficult, certainly, but not impossible.

## Use specialist and external support appropriately

The research reviews all stress the value of external expertise, when appropriately put to use. Substantive professional learning often requires participants to have their preconceptions about teaching and learning challenged, and this sort of critical input can be easier from external sources.

The principles above apply to external training as much as internal: think about how it can be embedded into a long-term programme of change, how relevant it can be made to the needs of teachers, and how practice will be shared and implemented.

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*Written by Owen Carter, Optimus Education, based on work from Elizabeth Holmes*

More CPD research summaries available for members on the [Optimus Knowledge Centre](#)



# Eight steps to successful CPD: case study

## How to put evidence about CPD into practice? These schools have developed a cyclical approach to professional learning based on observations and coaching

How do we find the time to develop our teachers? We know they're our greatest asset, our most important resource and our most efficient way of adding value, yet their learning time is often pushed to hot classrooms at the end of long days, or squashed into Inset days when we'd all rather be preparing for the term ahead.

As leaders, it is imperative that we not only value staff learning, but that we place it at the heart of our organisational structures. Thankfully, it's not rocket science. As with any effective approach, you need to plan it, do it and then evaluate it.

*'As leaders we need to not only value staff learning, but also place it at the heart of our organisations'*

The programme we have created is the Department Development Programme, which evolved from work with the English departments within four schools in Bolton and is now being used on a whole-school basis across a range of institutions.

### Our vision

The programme uses shared reviews, observations and coaching to clarify individual and departmental strengths and to prioritise areas for development, which are then addressed by appropriately designed staff learning opportunities. This addresses a common issue for CPD coordinators: balancing individual development needs with department and whole-school priorities.

What we've put in place is a cycle of planning and review that can rigorously identify strengths and areas for development – it's all about building a reflective culture of continuous improvement.





## The programme

The Department Development Programme has eight steps.

1. **The Review.** The process starts with analysing pupil outcomes and progress to targets. CPD needs to be focused on learners' needs from the outset. This helps us identify strengths and areas for development in terms of teachers' individual pedagogy to ensure excellent outcomes for all learners.
2. **Observe.** A series of shared observations take place with an explicit subject focus. This might be, for example, the use of active engagement strategies based on formative assessment in English. Initially observations will be carried out by senior and middle leaders, but ultimately all teachers should be empowered to observe: observations benefit the observer as much as the observee. Observations offer additional opportunities to audit and subsequently publicise, celebrate and use the expertise of the team.
3. **Coach.** Post-observation coaching conversations allow staff to explore pathways to progression for individual teachers and secure improvement across the department. Follow-up actions and intended outcomes are then agreed.
4. **Collaborate.** Personalised learning opportunities to achieve agreed outcomes include:
  - a. peer-to-peer and shared observations (with coach)
  - b. one-to-one training
  - c. pedagogical discussion (formal and informal)
  - d. training within faculty meetings
  - e. sharing of experience and good practice in faculty meetings
  - f. sharing of resources and ideas
  - g. paired planning of schemes of work.
5. **Coach.** Follow-up coaching conversations explore, evaluate and facilitate progress to agreed targets and outcomes, and agree the focus of the observation to follow.
6. **Observe.** Be clear about why observations are taking place and you will know how to organise them, for example:
  - a. full observation
  - b. performance management observation
  - c. 10-minute drop-ins over a series of lessons to review a phase of learning
  - d. learning walks.



7. **Coach.** Following observation, set up coaching conversations to review and celebrate individual teachers' progress across the programme.

8. **Review, Reflect, Refocus.** Coaches share, explore and evaluate progress made by individual teachers, its impact on learners and next steps. Where progress has been made, identify why and how this individual learning will be maximised in the future: what can be shared across school? Where progress is limited, identify what differentiated support or alternatives are required.

## What makes it work?

So many CPD models sound great, but don't work in reality. This CPD model works because it's positive, plausible and proactive.

**Positive** – despite initial anxieties, staff feel valued, supported and nurtured.

**Plausible** – it's not about inventing a new system, it's about making the systems you have coherent and strategically planned into a cohesive programme with rigorous processes.

**Proactive** – it's not a deficit model; it's about every teacher in every lesson being the very best they can so that more of our children in more of our classrooms fulfil their potential.

The focus on subject-specific learning reflects what we know about the need for CPD to explicitly focus on teachers' exact needs, and coaching supports changes in practice.

## Adaptable to your school needs

If CPD doesn't impact on pupils' learning, then the main point of it has been lost. This CPD programme helps keep all development processes targeted to pupils' needs. But it can also be tweaked to fit the individual needs of your particular school.

In one school where this programme has been used it was coupled with a broader teaching and learning action plan: to have an impact quickly, observations were carried out in pairs by department leaders to facilitate standardisation and develop coaching skills. Of the pair observing, one person would lead and would become the coach for the duration of the work. This then led to a series of joint learning observations, where both coaches and coachees went into lessons of other staff with pertinent strengths.



In another school where Key Stage 4 results were a priority, an additional ‘review’ stage was added: a 20-minute conversation where staff report on individual achievement of students and plan to enhance progress for all learners. These short, sharp, half-termly meetings secure momentum for development across teaching and learning.

This serves as an example of how you can modify or add to the programme in order to create a bespoke training model serving the needs of the individual, the team and the school. Reassuringly, too, in Ofsted visits to departments where this has been put in place, they have commended the model and its contribution to outstanding leadership!

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*Written by Alison Spence and Tracy Tyrrell, senior leaders in two Bolton schools*

How to make sure that all CPD leaders in your school have the necessary skills? Check out our In-House Training [CPD leader resources](#), available for premium and unlimited members.



# Coaching: a powerful way to lead teaching and learning

## Coaching helps staff take ownership of change and proceed to action, says Jackie Beere. Here's how to do it

*'Coaching is a structured conversation which leads to clear targets, in-depth exploration of issues, highly creative problem-solving and definite commitments to action. Coaching is characterised by a series of principles and an approach that, when demonstrated by the coach, brings about high levels of commitment, responsibility and learning in the coachee.'*

**(The Perfect Teacher Coach, Terri Broughton and Will Thomas)**

Whatever the context of your school, one thing is for sure: the quality of pupils' learning and achievement will depend on the quality and commitment of your teachers. Your school can only be as good as the teaching delivered in lessons day-in, day-out.

The way forward for many successful schools looking to develop their CPD has been to embrace coaching as a support process and as a way of securing changes and development in behaviour. Like all practice it must be understood and implemented effectively to make a consistent, effective difference in teaching.

Coaching needs to underpin all aspects of support and leadership of teaching and learning. In the very best schools it can also begin to underpin pedagogy. As teachers become experts at supporting each other to make progress in their careers, they discover that coaching questions work brilliantly for pupils, helping them also make great progress in their skills and understanding.

A conversation once a year setting vague targets will not instil a sense of continuous improvement. Coaching, by contrast, helps staff own changes in their practice and gives them the tools to make training have an impact in the classroom through experimentation and implementation.



## Developing the coaching process

The three elements of a successful coaching session are:

1. a clear structure
2. open questioning that helps coachees make their own decisions
3. commitment to action with a date for review/evaluation.

Having a clear structure is the most important aspect to achieving a lot in a short time. There are a variety of models but all have an essentially similar structure: the three below can all work well.

- The **STRIDE** model: Strengths / Target / Reality Check / Ideas / Decision / Evaluation.
- The **GROW** model: Goals / Reality / Options / Way forward.
- The **CIGAR** model: Current situation / Ideal situation / Gap between the two / Action required / Review.

All clarify the vital process of moving thinking forward into action for improvement. You also include a coaching contract in the process so that when this action is decided the coachee signs up to a specific plan. For example, a teacher who needs to develop his or her practice may have been given targeted Inset activity. No matter how inspiring it was, the teacher will need a follow-up coaching session to devise ways to embed the practice shared, working through specific elements of their teaching that will make the sustained improvements required.

## Following up on training

Follow-up could include a coaching observation which is non-judgmental but gives direct feedback during the lesson or immediately after. Observation feedback is too often delivered so long after the event that it is ineffective. Live coaching can encourage teachers to be flexible and responsive by giving permission for them to adapt their lesson in real time to meet children's needs.

Teachers who are stuck need to know pretty quickly what works and what doesn't – and have the confidence to try different techniques.

## Giving and receiving feedback

The coaching contract should also involve seeking feedback from pupils about the specific improvements looked for. This can happen through interviews or questionnaires and can be a powerful evaluator of impact.



Here is a simple example.

**Date:** 11 January  
**Name:** Jackie Beere      **Coach:** Terri Broughton

**Focus for improvement**

Using lesson objectives more effectively with Year 10 GCSE English to clarify their understanding of what they are being taught.

**Action planned**

- Focus on specific objectives in all lesson planning using a variety of techniques from recent Inset.
- Coaching observation on 30 January.
- Obtain feedback from Year 10 students on 12 February on engagement with objectives and progress over time.

**Date for review observation:** 12 March

**Signed** .....

## Coaching is about asking the right questions

The most important skill in coaching is the ability to ask the questions that will lead people from where they are to where they need to be. When you coach frequently you get in the habit of asking ‘coaching’-type questions that are open, tentative and empathetic.

This can work well in the classroom too. The very best teachers are highly skilled at asking coaching questions to help pupils move their thinking forward, so creating a school culture where coaching is the norm will help all teachers improve their questioning skills. In time those teachers will encourage pupils to use coaching questions in peer-to-peer assessment to support each other’s progress. So developing the use of coaching questions is an important part of staff development – see some example questions in the templates section of this toolkit.



## Leadership of learning

Coaching should be just one aspect of your leadership of teaching and learning. Also recommended are:

- a programme of regular training sessions built around school priorities
- a team of regularly trained and supported teacher coaches
- a programme of observations that develops the quality of teaching at the school
- a regular opportunity for teachers to find out from pupils about their performance e.g. focus group interviews or questionnaires
- a professional portfolio for all teachers to keep records of their own development
- an action research group of teachers and pupils who conduct research into aspects of school improvement and share this with the staff and leadership.

### Continuously improving teacher performance – at a glance

- Train all your staff about what coaching is and why it is effective.
- Ensure your leader of teaching and learning is a skilled coach and inspiring communicator (and has their own coach!).
- Create a group of highly skilled coaches who work with the staff.
- Establish a protocol for teacher actions that outline exactly what the programme for support to improve will be.
- Establish various levels of coaching for specific staff needs.
- Run a CPD programme bespoke to the school's needs and differentiated for staff requirements with a compulsory element that links to performance management.
- Keep a clear record of the varying levels of performance of every member of staff and their progress, especially the impact of any action taken to support them. This includes lesson observations and paperwork to show decisions about performance.
- Encourage all staff to keep a record of their professional development.
- Ensure you have a 'coach evaluation' process as well as a staff one.
- Include staff development as part of your self-evaluation processes.

*Written by Jackie Beere OBE, educational trainer and consultant*



# Evaluating the impact of CPD: case study

**The effect of CPD on pupils' learning is hard to measure. Paul Hine suggests some ways to gather more reliable evidence and evaluate your CPD offering**

Evaluating the effect of CPD is generally regarded as one of its most difficult aspects.

There are perhaps two reasons for the difficulty. The first is that the ultimate purpose of CPD in a school is to improve pupils' learning but there are so many factors which affect pupils' learning that it is exceptionally difficult to isolate just one.

The second reason is that the information produced by the evaluation can be unclear. A harvest of evaluation forms showing a workshop was rated as 'good' by its participants does not show what impact it had on them or their work. Here I'll suggest some ways to reliably and realistically evaluate the impact of CPD.

## CPD and pupils' learning

Sometimes it is possible to make a direct connection between CPD and pupils' achievements. If playground supervisors use techniques suggested in CPD sessions to manage children's behaviour and the children subsequently report that playtime is happier and there are fewer arguments, then there is clear evidence of CPD having a positive impact.

But there are many examples of CPD which are undoubtedly valuable and useful, but which cannot always be directly linked to improvements in pupils' learning. Examples are CPD on use of interactive whiteboards, or on the nature of educational assessment. There can be no doubt that skills and knowledge in these areas help teachers to be more effective, which in turn helps pupils to learn. But any attempt to find clear evidence of this connection is likely to be a hugely complex and time-consuming task.

In such cases it makes sense simply to evaluate whether the CPD has achieved its intended outcomes. In other words, the evaluation should simply focus on whether the participants have acquired the skills and knowledge which the CPD was intended to give them, and whether they are using the skills and knowledge in their work.





## A better model for evaluation

This approach was the one taken by Great Sankey High School in Cheshire when it held an enterprise education conference for schools in its region.

To take just one example, one of the day's workshops was about how enterprise could be promoted by creating a school radio station. The workshop explained what equipment and technology was required, how a radio station was operated and what the benefits for pupils would be.

To evaluate this workshop, Great Sankey initially concentrated on finding out whether the participants had understood it and grasped its key points. They gave the participants a multiple-choice evaluation at the end. Question one was: 'What is a simple way of broadcasting your shows? Is it a) an FM transmitter, b) an AM transmitter, c) a school intranet, or d) Net Radio?' The questions continued in a similar vein, establishing whether the workshop had succeeded in conveying specific information. In doing this, Great Sankey was evaluating whether the participants were better equipped to improve pupils' learning – it was stressed that it was the workshop, not the participants, that was being evaluated.

To see whether the participants subsequently used this knowledge in their teaching, Great Sankey contacted the schools six months later to see if they had established a school radio station or a similar project which made use of the ideas and information provided by the workshop. The evaluation was quick and straightforward and produced precise and entirely appropriate findings.

This form of evaluation provided more objective data than ratings scales and open responses.

## Evaluating CPD in teacher learning communities

This precise form of evaluation was the approach adopted at St Mary Redcliffe and Temple School in Bristol. A group of staff devoted monthly CPD sessions to exploring formative assessment. They decided that at their monthly meetings they would discuss how formative assessment ideas could be translated into specific things they could do in their teaching.



In the meetings, each teacher explained what particular procedure or activity they would try out in their teaching during the following month (e.g. post-its, or yes/no indicators). At the next meeting each teacher reported back to the group and discussed whether the technique was useful and how it might be refined. This discussion led to a further month of experimentation and discussion.

‘Teachers do not simply say that CPD has informed their teaching, but spell it out in detail’

This approach means that the impact of the CPD discussions on classroom teaching is analysed precisely at monthly intervals. Teachers do not say simply that their teaching is informed by the CPD, but are required to spell out in great detail exactly what sort of difference it made. At the end of each term, the group members also asked the pupils whether they thought the various techniques the teachers had experimented with had helped them learn.

Steve Clayton, assistant headteacher at the school, explains their approach as follows:

‘The power of the teacher learning communities centres on the continual cycle of evaluation. Crucially, they are provided with an opportunity to reflect on the impact any new strategy has had on student learning and attainment. They do this through student questionnaires, peer observations and activities such as exit passes.

This has led to teachers becoming increasingly curious about what techniques they can use to facilitate student learning. The question these teacher learning communities return to continually is if the strategies tested have not worked, why, and how can they do things differently next time?

Teachers report that having time to evaluate why a strategy has not worked has led to the best CPD they have had. So impact evaluation is crucial if we are to unlock the skills of our teachers.’



## The key principles

Broadly the key principles for evaluating CPD are that:

- the participants and providers should agree in advance what the impact criteria will be and what counts as evidence
- evaluation should focus not only on what is learned but also how CPD affects pupils' learning
- the evaluation should take place over a period, not only at the end of a CPD event
- evaluation should be rigorous: presenters should not ask for ratings, but use precise questions to ascertain whether key knowledge has been acquired and if it has been used.

So the challenge for those evaluating CPD is to make the right decisions about:

- whether to look for evidence of improvements in pupils' learning or to concentrate on whether the participants have acquired and are using the intended skills and knowledge
- getting evaluation information which is clear and precise by asking appropriate questions.



## Guskey's five levels of CPD evaluation

In most settings CPD evaluation is limited to the post-training satisfaction questionnaire. To develop a more powerful approach to evaluation, try using Thomas Guskey's five levels of evaluation. They are arranged in order of complexity, with the earlier levels being the easiest to achieve, but probably the least powerful.

### 1. Participants' reaction

The most commonly used in schools: usually a survey to collect initial reactions to CPD.

### 2. Participants' learning

This measures whether participants have gained the knowledge intended from the session, normally via tests or precise questions.

### 3. Organisational evaluation

This examines the impact on the school as an organisation, and whether the school offers sufficient support as a whole for continued professional learning.

### 4. Participants' use of knowledge and skills

Are teachers using the knowledge they have gained? Has it actually changed classroom behaviours? Lesson observations and pupil surveys can support this evaluation.

### 5. Pupil learning outcomes

The last, and the trickiest. Has there been an impact on pupils, whether in attainment, behaviour, attitude to learning, or anything else you might wish them to gain?

Using these five levels of evaluation to assess your CPD offering helps clarify what impact you are and aren't assessing. Over time you can aim to move your school through the lower levels to the more high-order levels of impact as your CPD evaluation becomes increasingly effective. The different levels are intended to be used in conjunction with each other.

*Written by Paul Hine, former programme leader at the Training and Development Agency*



# Effective coaching questions

Use these STRIDE model coaching questions to guide your conversations

## Strengths (what have you tried recently that worked?)

- What has made you feel successful this week?
- What has been your best achievement of the year?
- What went well this week?
- Tell me about your most sparkling moment as a teacher?
- How does your favourite pupil respond to you?
- What are you most proud of as a teacher?
- When do you perform at your best?

## Target (what would you like to achieve?)

- What would need to happen for you to walk away feeling this is time well spent?
- What exactly will make you feel successful in this?
- What are you building towards? What do you really, really want? What don't you want?
- What has to happen for you to feel successful?
- How do you know this goal is worth achieving?
- How will you know when you have achieved it?
- What will you see, hear and feel after having achieved it?
- What will achieving this goal give you?
- How would other people benefit if you reached your goal?
- How much personal control do you have over your goal?
- What can you do yourself to achieve this goal?
- By when do you want to achieve it?
- How will you measure it?



### **Reality (where are you starting from?)**

- What have you done so far about this dream / goal?
- How effective have your efforts been?
- What's stopped you doing more?
- What have you learned from what you've done?
- What might you have done differently?
- What will happen if you do nothing?
- What other choices do you have?
- What do you have that you are not using?
- What could stop you achieving your goal?
- What is not achieving your goal costing you?

### **Ideas (what could you do?)**

- What could you do differently from now?
- What must change for you to achieve your goal?
- What approaches have you seen used in similar circumstances?
- Who might be able to help you?
- What would a wise old friend suggest?
- What would you do if you had more time / less time / power / money / magic wand?
- What is the simplest solution?
- What is the right thing to do?
- If the constraints were removed, what would you do?
- What options would you like to act on?
- What could you do that would make the biggest difference?



### **Decide (what's the first logical step?)**

- What will it cost you if you don't take action?
- What will you gain if you do take action?
- What might get in the way?
- Who needs to know about this?
- What support do you need and from whom?
- How will you get that support?
- Rate on a 1-10 scale your motivation to take the agreed actions?
- What prevents you from being at a 10?
- What do you need to do to get your commitment up to at least 8?

### **Evaluate (what did you do that was different?)**

- From 1-10, how hard did you try?
- What was the hardest thing?
- What was the impact – qualitative and quantitative?
- How did it make you feel?
- What has happened since?
- How have you changed?
- What will you do next?



# Personalising CPD: personal development plan template

Use this template to help staff reflect and plan for their personal development. Kindly shared by Chris Moyle of Bridgwater College Academy

<b>Name:</b>		
<b>REFLECT</b>	<p><b>What are my skills and strengths?</b> Identified from self-reflection, video analysis, results analysis, observations and follow up conversations with my colleagues.</p>	
<b>IDENTITY</b>	<p><b>What are my own development needs?</b> Identified from self-reflection, video analysis, results analysis, observations and follow up conversations with my colleagues.</p>	
<b>NEEDS</b>	<p><b>What are the learning needs of my class or a class I teach?</b> What is the barrier to them becoming better learners?</p>	
<b>INTENTIONS</b>	<p><b>What do I intend to achieve in order to meet the learning needs of my class?</b> I need to focus on the learning needs of the students being taught by me, not just what I do as their teacher. I should try to be specific, realistic and measurable.</p>	
<b>ACTIONS</b>	<p><b>How do I intend to achieve this?</b> What research will I undertake to find out more? What actions will I take to achieve this goal? What knowledge and skills do I need to meet my students' needs? What is my chosen intervention? Focus on sustained practice.</p>	
<b>TIMINGS</b>	<p><b>When do I intend to achieve this by?</b> What is the length of the intervention period? When will I reflect on my progress? I need to challenge myself yet be realistic. This development process should be sustained for a significant period of time and involves cycles of trialling ideas, reflecting and adjusting.</p>	
<b>SUCCESS</b>	<p><b>How will I know that I have been successful?</b> What will be different? Identify clear measurable outcomes and success criteria that focus on the impact on learning.</p>	
<b>SUPPORT</b>	<p><b>Who might support me with this development?</b> This development process should be collaborative with other teachers supporting, challenging, observing and coaching me.</p>	
<b>SHARE</b>	<p><b>How am I going to share my successes with others?</b> Team meetings, staff meetings, coaching conversations, Inset, twilights, briefing...</p>	





# Evaluation of the impact of CPD activities: template

## A template to evaluate CPD activities both before and after they take place

*Please complete the following table for each planned, formalised CPD activity before you participate in it. You will refer to this after the activity has taken place to record additional comments and outcomes. Aims should connect to your personal development plan.*

**Planned CPD activity** .....

**Venue/Date/Time allocated** .....

Indicate the number of your Preferred Evaluation Choice in the column marked PEC using this key:

- 1. Learning questionnaire
- 2. Learning discussion with line manager
- 3. Reflective learning log
- 4. Formally evidenced pupil learning outcomes with narrative
- 5. Classroom observation and follow up discussion
- 6. Review of pupils' work
- 7. Pupil interview or attitude measures e.g. questionnaire



<b>Expected teacher outcomes</b> What knowledge/skills will you develop and how will you use them? How do you see this influencing your teaching/leadership?	<b>PEC</b>	<b>Expected pupil outcomes</b> What will be the impact on pupils' progress/learning in the classroom? What are the likely timescales for this?	<b>PEC</b>	<b>Measurement of pupil learning outcomes</b> How will you measure the impact of CPD on pupils' learning and the progress they make as a result? How will this be evidenced?	<b>PEC</b>
<b>Proposed modifications to the above in light of CPD experience</b>					
<b>Actual outcomes (if different)</b>					
<b>Self-review/impact evaluation and evidence trail</b>					
<b>Line manager's review of expected outcomes</b>					

**Agreed future CPD needs linked to outcomes** .....

**Agreed cost effectiveness score** .....



# Whole-school CPD action plan

A template to plan strategic CPD priorities over one year and three years.  
 Kindly shared by Benyna Richards and Robert Randall of Tanglin Trust School

1 Year Action Plan – CPD 2016/17									
Developing Our Learning Organisation	Focus Area <i>(From school/ department strategic plan)</i>	Objectives	Goal <i>(What will success look like?)</i>	KPIs & Timeline <i>(How do we know we are making progress?)</i>	Actions <i>(What do we need to do and who needs to do it?)</i>	RAG			Review – WWW/ EBI
						T1, 2, 3			
Senior									
Junior									
Infant									
Business Support Staff									
CPD - Departmental Priorities									
Personal Development - CPD Director									



3 Year Action Plan CPD 16/17 - 19/20		
Vision		
<p><i>Continuous Professional Development (CPD) at Tanglin is a collective responsibility which promotes, develops and supports our vibrant learning within the Tanglin community. A cycle of review, delivery and evaluation exists in order to enhance pupil achievement and drive improvement for all.</i></p>		
School Values		
Big 5 Goals	How do we make it happen	Timeline

Want more resources like these? Get in touch at [customer.services@optimus-education.com](mailto:customer.services@optimus-education.com) or give us a ring on 0845 450 6404.



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