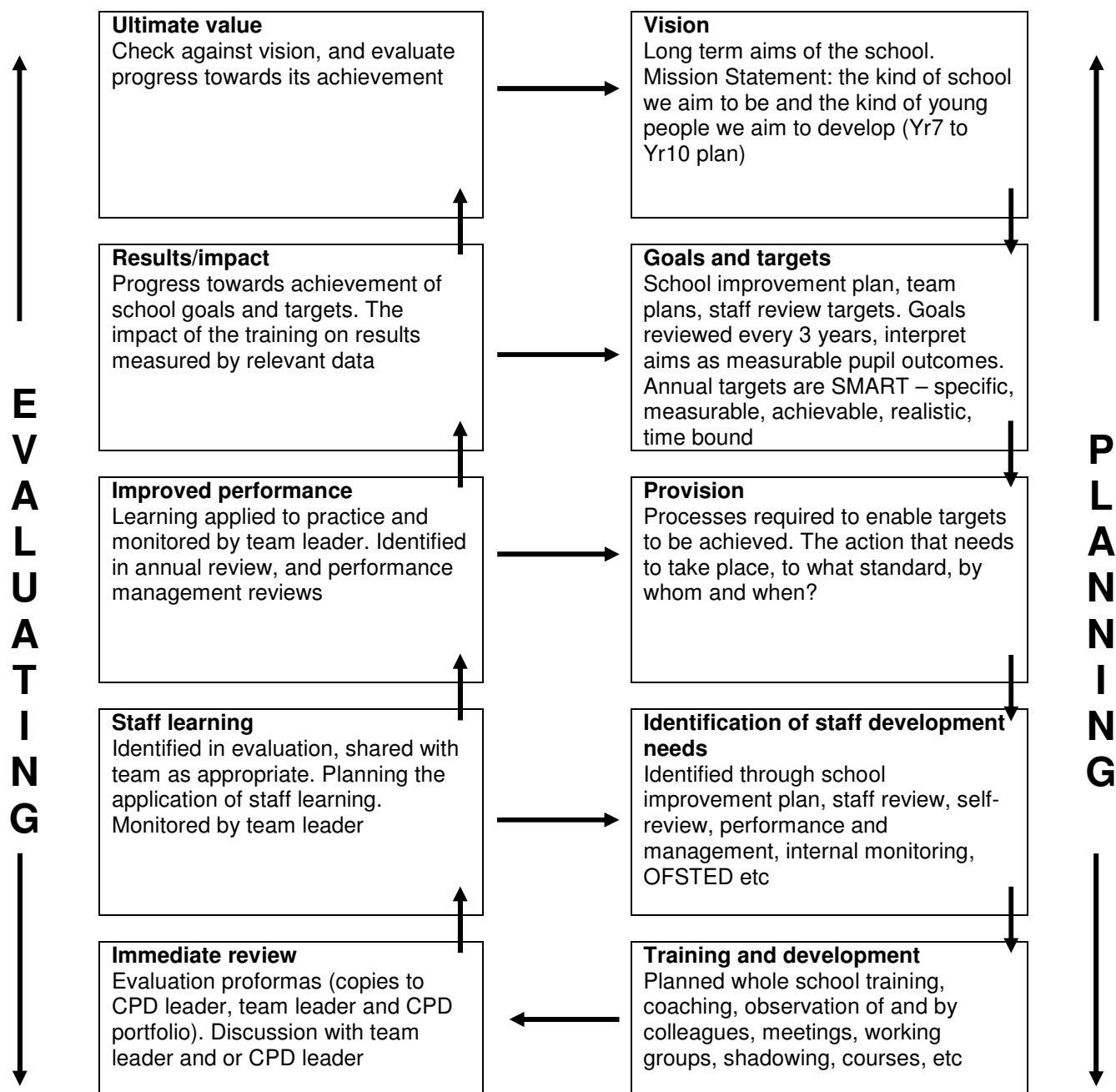


Systems and procedures

The CPD planning cycle

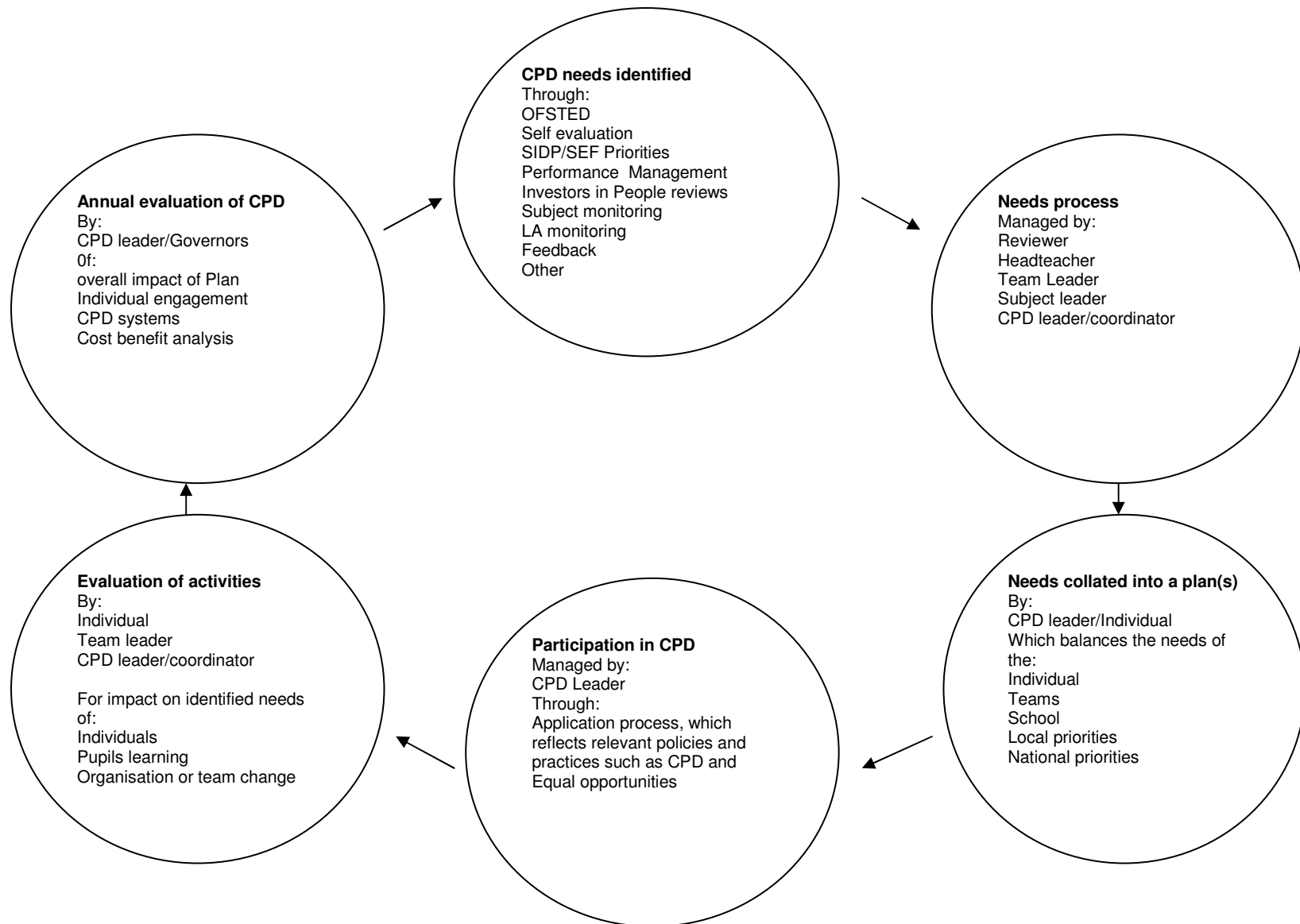
This model shows how staff development planning should stem from the school's vision and how the outcomes of CPD can be evaluated for impact.

A system of planning, monitoring and evaluating professional development – a coherent approach to the CPD cycle needs to be adopted. This should ensure CPD activities have maximum impact on school improvement, the individuals concerned and the life of the school. To support this rotational the system must ensure that the planning cycle begins with the school's vision as a way of identifying CPD needs. The systematic evaluation of staff learning and the monitoring of its application will support development and identify further needs. The role of the team leader is paramount in this process.



Suggested CPD systems flow diagram

This diagram shows how the systems associated with the CPD cycle fit together and feed one another.



CPD plan - school, team, subject

This pro-forma for developing a whole school or team CPD plan starts with priorities and targets of the school improvement, or subject plan, and emphasises the need for success criteria and methodologies and evaluation.

It starts with key priorities and targets linked to the school improvement (or departmental/subject) plan, and includes success criteria and methodology for monitoring and evaluation.

Target/Priority Linked to SIP	Aims/Outcomes	Timescale	Funding source	Other Resources	Which Staff	Success Criteria	Monitoring and Evaluation Methodology

Team development plan for.....

Use the following table to collate the development needs of the team and of individuals within the team:

Team/name	Development need	Planned Development Activity	How Resourced (cost/time)	Dates		Actual Outcomes/Benefits
				Planned	Completed	

Individual CPD plan

The form and worked example shows how an individual development plan can be put together, linked to school priorities, and personal and professional development needs. It also gives the individual an understanding of the costs of development activities.

Name:		Role:		
	Desired Outcomes (the effects on pupils and other staff)	Performance Objectives (the effect of learning on myself)	Learning Activities (to meet the objective)	Resources (time/money/support)
Specific development linked to school development strategies				
Professional development, enhanced skills for the current job				
Development linked to professional aspirations				
Cover Fee £.....	Course Fee £.....	Travel Costs £.....	Total £.....	
Plan created and agreed betweenand.....(Team Leader) Date:..... (A copy to Professional Portfolio and CPD Leader/Headteacher)				

Name: A N Other		Role: Classroom teacher - History Co-ordinator		
	Desired Outcomes (the effects on pupils and other staff)	Performance Objectives (the effect of learning on myself)	Learning Activities (to meet the objective)	Resources (time/money/support)
Specific development linked to school development strategies	Raise standards in writing	Increase knowledge, skills and understanding. Build self-confidence	Observe Lynn modelling shared writing Discuss planning with Coordinator	30 mins cover + 20 mins discussion 20 mins
Professional development, enhanced skills for the current job	Develop continuity and progression in History throughout the school	Develop new role as History Coordinator	Coaching in leadership role - line manager Coaching in effective strategies from an experienced History Coordinator Attend LA coordinator meetings	2 - ½ days £175 2 - ½ day visits £300 2 twilights
Development linked to professional aspirations	Increased effectiveness in shared writing techniques and subject coordination	See Above	Take advantage of coaching opportunities and peer observation	
Cover Fee £.....	Course Fee £.....	Travel Costs £.....	Total £.....	
Plan created and agreed betweenand.....(Team Leader) Date:..... (A copy to Professional Portfolio and CPD Leader/Headteacher)				

CPD application process

This model suggests a range of steps that support effective CPD from the application process through to dissemination and evaluation. It suggests key roles within the overall process for the CPD leader and the subject/team leader.