



# Continuing Professional Development Policy

**Director of Teaching and Learning** | September 2021

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Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care



**Minsthorpe**  
Community College



## Section 1

# Vision Statement

### Section 1.1

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#### CPD: The Minsthorpe Way

*"Fostering an ethos of ongoing professional learning"*

*"Every teacher needs to improve, not because they are not good enough, but because they can be even better", Dylan William.*

At Minsthorpe Community College we are committed to the Continuing Professional Development (CPD) and learning of all members of staff at every career stage and level of experience. We recognise the value of evidence-informed training with an overall to impact positively on students' outcomes and experiences.

This **Vision Statement** for CPD supports the **College Vision**:

**Minsthorpe Community College**: A place where everyone plays a part in strengthening our learning community through **Motivation, Commitment & Care**.

The DfE documents linked below provide further information and background with regards to our approach to CPD:

<https://www.gov.uk/government/publications/teachers-standards>

<https://www.gov.uk/government/publications/standard-for-teachers-professional-development>

<https://www.gov.uk/government/publications/reforms-to-teacher-development>



## Section 1.2

### CPD Model & Overview at MCC 2021-22

CPD at MCC can be viewed as a four-layered approach as detailed below. Some elements of CPD are compulsory for all staff e.g., annual Safeguarding training whilst other sessions and resources are more targeted on a team or individual basis. The information in the table below is not exhaustive but merely gives an overview of the type of professional learning & development available to staff.

Whole College Level
Pastoral/Safeguarding L&T Development Workshops/Training Videos SEND Training Sessions Peer Coaching & Observation
Team Level (Use of Monday meetings & INSET time)
Subject-Specific Pedagogy Curriculum & Assessment Moderation & Standardisation Meeting the needs of the team – bespoke
Individual Level
Coaching & Mentoring including Peer Observations Opportunities to share good practice (internally & externally) including deliver to the YTCA SCITT programme External CPD & Networking Bespoke to role / experience Use of online support & social media Reading & Research
Identified Groups
Appraisal Preparation - RQTs Full access to the Early Career Framework for all ECTs and their mentors RQT support through Wakefield/Selby TSH NPQs (limited places through Wakefield/Selby TSH) Wakefield Learning Community

- All planned CPD should be linked directly to the Whole College Strategic Plan, Team Self-Evaluation & Action Plans, or individual appraisal objectives.
- Staff/teams may use the Monday meeting cycle to access and deliver training in addition to allocated INSET hours (see Section 1.4).
- Staff are responsible for keeping an up-to-date record of their engagement with CPD during the academic year using the School IP platform.



## Section 1.3

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### Peer Coaching & Observation

At MCC we believe that working closely with a peer in terms of lesson planning & delivery is a key element of our professional development and learning with a focus on self-reflection & improvement. During 2021-22 all members of teaching staff will be observed teaching (50 minutes) by a peer. Many staff at the College have already been trained in peer coaching (2019-20) and the materials will be made available once again for all staff. Whilst peer observations will not be judged against Teachers' Standards, they will be linked to Appraisal Objective 3 and appraisers/appraisees will discuss the outcomes of these observations and any relevant actions that should be taken. The list below gives an overview of the procedures and rationale behind peer coaching & observation:

- This is a developmental, not judgemental process and is not linked to the College's Quality Assurance policy. However, it is linked to the Appraisal process;
- Each teacher should select a peer coach seeking their agreement prior to commencing the process. This is likely to be their appraiser but could be another appropriate member of staff with the agreement of their appraiser;
- Each teacher should select a focus for their observation i.e., one of the 6 core teaching principles, behaviour management/teacher persona or subject knowledge;
- A coaching conversation should ideally take place between the teacher and their coach both pre- and post-observation;
- A proforma will be completed jointly by the teacher and their coach and the teacher will upload to School IP (see Appendix A);
- Engagement in this process will be a key element of evidencing completion of Appraisal Objective 3;
- The Director of Learning & Teaching will collate a summary of foci using School IP and will also keep a record of pairings.



## Section 1.4

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### INSET time 2021-22

We take a planned yet flexible approach to our use of INSET time with the purpose always being staff development and training leading to positive outcomes for students. During 2021-22 there are 3 calendared full INSET days (6<sup>th</sup>/7<sup>th</sup> September & 22<sup>nd</sup> October 2021). In addition, there are 8 further INSET hours to be used during the academic year. Curriculum Team Leaders (CTLs) will be given autonomy to plan the timing and content for how these hours may be used following the general principles below:

- Staff should be given at least 2 weeks' notice of the date of an INSET session;
- The Director of Learning & Teaching will collate a half-termly overview;
- Time will be directed by the CTL, but it is not incumbent on them to plan and deliver **all** sessions. They may request support from other TLR holders, Lead Practitioners & the Leadership Team;
- Part-time staff to liaise with C. Green to ascertain their INSET allocation.

#### Possible Areas of Focus:

- Whole Curriculum Area training sessions;
- Bespoke groups of staff engaging in training e.g., ECTs/RQTs;
- Individual time given to watch training videos/read blogs etc.;
- Whole College training sessions.

This list is not exhaustive and other areas of focus may emerge during the academic year.



## Section 2

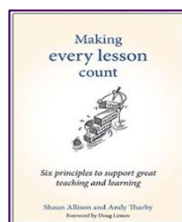
# Evidence-Informed Practice

### Section 2.1

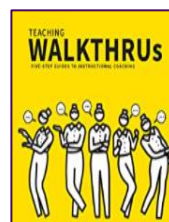
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#### Professional Development:

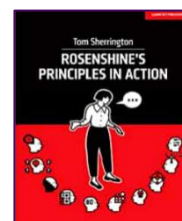
Our Core Principles of Quality Learning & Teaching are formed based on a wide range of experience and expertise within MCC but equally through accessing well-regarded and researched pedagogical texts. Resultant CPD will draw on these texts to form the basis of their content and delivery. These are listed below:



Allison & Tharby, *Making Every Lesson Count*, Crown House Publishing Limited 2015



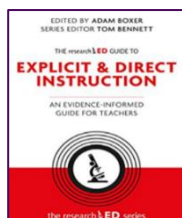
Sherrington & Caviglioli, *Teaching Walkthrus (Vol I & II)*, John Catt Educational Limited 2020/21



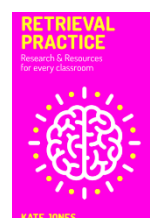
Sherrington, *Rosenshine's Principles in Action*, John Catt Educational Limited 2019



Bennett, *Running The Room*, John Catt Educational Limited 2020



Boxer, *The ResearchEd Guide to Explicit & Direct Instruction*, John Catt Education Limited 2019



Jones, *Retrieval Practice*, John Catt Educational Limited 2019

Our ongoing Professional Development & Learning programme is planned and structured to develop the knowledge and skills of teachers and student support staff around the Core Principles of Learning & Teaching whilst giving them a growing awareness of key elements from the texts listed above.



## Section 3

# Professional Learning & Development – Associate Staff

Associate Staff engage in whole College statutory training e.g., Safeguarding but equally have access to other training pertinent to their respective roles. The list below is not exhaustive but gives a flavour of the range of training opportunities available:

- Access Arrangements training;
- Invigilator training;
- First Aid.



## Section 4

# Early Career Teachers

All Early Career Teachers (ECTs) will receive their full entitlement to the Early Career Framework (ECF) over a 2-year period. MCC will work closely with the Wakefield & Selby Teaching School Hub (TSH) and their ECF providers, UCL Institute of Education, to ensure that ECTs access all the relevant training, support & evaluation during this extended induction period.

ECF mentors have been appointed to support each ECT and they will also receive training & support through the TSH and UCL. Additionally, we have allocated them extra PPA time to allow them to fulfil this important role. ECTs also receive additional PPA time.

The links below provide further information around the ECF and Section 4 of this policy fulfils our statutory requirement to have a policy which supports our Early Career Teachers.

<https://www.gov.uk/government/publications/early-career-framework>

<https://www.gov.uk/government/collections/early-career-framework-reforms>

<https://www.ucl.ac.uk/ioe/departments-and-centres/departments/learning-and-leadership/early-career-framework>

We value supporting Early Career Teachers from their Initial Teacher Training through to Recently Qualified Teacher status and on to various leadership pathways. This development and training takes place both using internal expertise and external providers.

The visual below taken from the DfE publication *'Delivering World-Class Teacher Development', June 2021* supports this ethos:

### Annex A – New teacher development system





## Section 5

# Accessing External CPD

There will be occasions where it is necessary/beneficial for staff to access CPD from an external provider. It is important that any external CPD accessed is linked directly to Appraisal Objectives, Team Action Plans, or the College Strategic Plan or that they fulfil a statutory requirement.

It is **imperative** that all staff follow the procedures below when requesting to attend/access any external CPD:

1. Discuss the CPD opportunity with line manager and seek approval;
2. Email the request to the Director of Learning & Teaching (J. Read) to seek approval and copy line manager into this email;
3. Consult Faye Litton to discuss any cover requirement and submit a request on Edupay;
4. Once the absence has been approved on Edupay (and not before) please liaise with the Finance Office who will book a place for the member of staff. Staff should **NOT** book their own places on courses;
5. Keep up-to-date records of external CPD attended on School IP.



## Appendix A – Peer Coaching Observation Proforma

**TEACHER:** \_\_\_\_

**COACH:** \_\_\_\_

**Group:** \_\_\_\_

**DATE/Period:** \_\_\_\_\_

Key Focus for observation (Core Teaching Principle from MCC L&T Policy):

- Prompt & purposeful start to lessons;
- Retrieval;
- Explicit & direct teaching;
- Modelling;
- Independent work;
- Purposeful feedback & review of learning;
- Behaviour management/Teacher persona;
- Subject knowledge.

Give reasons for choosing this area of focus:

Strategies/techniques used by the teacher:

Strengths – impact on the learners:



## Planned coaching questions for feedback discussion:

<p>What went well in the lesson? How do you know it went well? Describe what happened when...? When you did this... did you notice...? What were the underlying issues? What learning took place in the lesson? How do you know? <u>How did you develop your skills in terms of your key focus?</u></p>	<p>What would it look like if everything was going right? How would you like things to be? How do you think an observer would see the situation? Have you seen anyone else doing this well? What would be a realistic target now?</p>	<p>What would you need to do to achieve this? What can you do immediately to make a start on this? What support are you likely to need? Who can provide the support? What are you going to do next? What resources will you need?</p>
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## Agreed areas for ongoing development – relate to Core Teaching Principle/Key Focus & Appraisal Objective 3 (Maximum of 3):

1:

2:

3:

