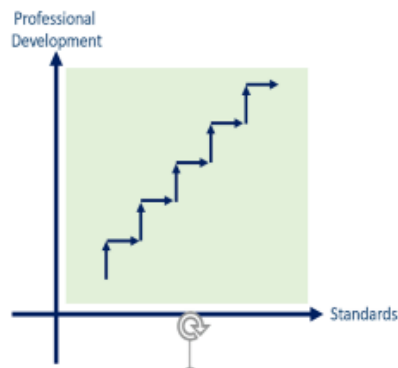


## Professional Development Model

### INTENT

CPD is a crucial element in staff confidence and empowerment to do their jobs well. It is our aim that there is a culture in the Academy that staff seek out professional development opportunities and relish the idea of taking part in research groups, courses and reading. We want staff to feel excited about learning, sharing their learning, and its impact on children.



### IMPLEMENTATION

#### **Academy Improvement Plan (AIP)**

Areas of whole school developments will be identified on the Academy Improvement Plan (AIP) with associated actions to address these areas that require development. Professional development opportunities will ensure that staff can support the AIP areas of development.

#### **Professional Development Process (PDP)**

Schedule:

## PROFESSIONAL DEVELOPMENT PROCESS

### SETTING DEVELOPMENT ACTIONS

- Actions set and reviewed bi-termly

End of Term 6/Beginning of Term 1	End of Term 2/Beginning of Term 3
Set development actions for Terms 1 and 2	Review development actions from Terms 1 and 2. Set development actions for Terms 3 and 4
End of Term 4/Beginning of Term 5	End of Term 6
Review development actions from Terms 3 and 4. Set development actions for Terms 5 and 6	Review development actions from Terms 5 and 6. Consider development actions for next academic year

Vision:



Each member of staff will have an individual Professional Development Process (PDP). This process involves members of staff having individual targets which supports them to develop professionally and also actively supports the develop of the elements identified in the AIP. The PDP will involve three 1-2-1 meeting during the academic year (T1, 3, 5) where personalised agreed development targets are discussed and actions agreed for the individual to work towards over two terms. Targets will be reviewed at the end of the two-term period. Individuals will receive ongoing support with these targets in the form of 1-2-1 PD sessions, whole school weekly PD sessions and CLF PD sessions. Bespoke support will be given to individuals when appropriate.

#### My Development Plan

Term	Development Actions I will undertake to contribute to the academy improvement journey		
	Action 1:	Action 2:	Action 3:
1 & 2			
3 & 4			
5 & 6			

## EPA weekly staff PD

Weekly PD sessions will be delivered on a Wednesdays from 3:15-4:30pm. The first 15 minutes of these sessions will be a safeguarding briefing delivered by one of the members of the safeguarding team. Teaching staff and LSAs attend the safeguarding briefing. The remaining hour of the PD session will be delivered to teachers only and will vary in content but will have a focus on an area/s from the AIP. These sessions will be led by a member of SLT or an expert in a particular area.

## EPA Learning Support Assistant (LSA) PD

When appropriate, LSAs will be invited to attend the whole school weekly PD sessions. LSA will receive additional PD from the SENCo on a 1:1 and group basis. These sessions will support LSAs with their PDP targets or with their role within school.

## 1-2-1 teacher PD

At Evergreen, teachers will meet with a member of SLT every three weeks for a 1-2-1 45-minute PD session. These sessions will follow the CLF Responsive Coaching model.



During the first session, a contract will be formed outlining the aims of the sessions and provide an opportunity for the SLT member (the coach) to gaining an understanding of the teachers coaching experience and behavioural habits. Substituent sessions will follow a structure of review, identify, learn, clarify and commit. The sessions provide an opportunity for areas of development to be identified using client reflection, feedback, artifacts and data. This is followed by time to work together to learn using guided reflection, analysis, proposing, modelling and practise. Each session will then finish with a statement of clarity and commitment to the goal through an action step. A coaching session log will be used to capture the review, clarity and commitment from each session.

Teachers will work on this action step over the next three week period. SLT will offer further support when necessary. This action step will be reviewed in the review stage of the next 1-2-1 PD session.

## Early Careers Teachers (ECT) PD

In addition to the weekly PD sessions and the three weekly 1-2-1 PD sessions, ECTs will receive PD through the Ambition training providers. They will be fully supported by their ECT mentor and receive 10% additional non-contact time in their first year and 5% additional non-contact time in

their second year. This additional time will be used for PD including observing lessons and being supported by SLT or the wider CLF specialist team.

### **Self-directed project**

EPA teachers have an entitlement to a Self-Directed Project. There will be an allocation of 2 days per year (that can be used together or broken up) for teachers to individually develop their knowledge and skills in a particular area related to their practice and within the areas of:

- Behaviour and relationships
- Curriculum planning
- Explaining and modelling
- Questioning and feedback
- Practice and retrieval

The project will need to be precise with a clear outcome and transferable skills and knowledge gained. It will need to meet career development needs and have an impact on the teacher and their children.

In the planning phase, teachers can choose the specific learning activity that will support their development. This might include:

- Reading
- Professional networking
- School visit- not CLF limited
- Internal visit
- Shadowing
- Beyond education influences liaison
- Journal writing
- Creating something
- Inviting a peer for evaluation and reflection
- Filming yourself and reflecting

The expectation for the self-direct project would be for the staff member to arrange the above learning activities for themselves however SLT can provide direction. To request time, an email or conversation would need to take place with SLT outlining what will be focused on and the expected outcome.

To support with the Self-Directed Project a resource library will be regularly updated.

An essential outcome of the project would be for the staff member to produce a 'Recommendations' poster to share their outcomes with other staff members.

### **Training**

Where appropriate, staff members will attend external training as an element of their PD. Staff members are encouraged to identify to SLT training that they believe would be beneficial to them in their role and have an impact on the Evergreen community.

## **Professional reading**

Staff are encouraged to partake in professional reading as part of their normal practise. The expectation is for the staff member is to select their own professional reading materials however SLT can provide direction. Staff are encouraged to share their findings with their colleagues through professional dialogue and also share recommendations for suitable texts for their colleagues to read via whole staff email.

## **CLF PD**

CLF will regularly deliver PD sessions to Evergreen staff throughout the academic year. PAC meetings will be held for two hours termly to support staff to network and further develop. Termly monitoring sessions will be held which will be an opportunity for teaching staff to monitor outcomes of core subjects with other teachers, in the same year group, across the federation.

Network communities have been established across the federation to allow staff to work with staff in other academies. These networks include both year group and role specific networks and curriculum subject lead networks.

## **The CLF Professional Development Platform**

The CLF PD platform provides a wealth of PD materials for all staff to access. Staff are encouraged to use the platform to support them with their individual PD targets. SLT will support with this by guiding staff towards the platform for specific materials when appropriate and encouraging staff to visit the platform regularly to view recently added/updated materials.

## **IMPACT**

The impact of the PD at EPA will be an increase in the quality of teaching and learning and consequently an improvement in standards for our children.

