

PROFESSIONAL DEVELOPMENT POLICY

Introduction

Professional Development is seen as essential for the management of quality teaching, performances and outcomes in the college. This in turn requires there to be a quality policy and programme of Professional Development opportunities for teaching and associate staff. The development of the college and the development of its staff are interrelated and mutually dependent.

Professional Development is taken to cover all activities the college may consider will support and enhance the capabilities of staff and the development of the college. Such activities may include:

- specific training through courses
- working groups
- delegation of responsibilities
- action research projects
- work placements
- shadowing
- classroom support
- formal and informal discussions with colleagues.

Entitlement

The Professional Development policy will apply to all staff, whether full or part time, job sharing, teaching or non teaching. Equally, all staff are required to undertake training and support as part of their Professional Development.

1. Aims and Rationale

- 1.1 The aim of the Professional Development policy is to provide an ongoing programme of support activities which:
 - improves and strengthens the performance of the college as outlined in its college development plan
 - enables the college to respond to future demands
 - takes into account the changing development needs of staff
 - assists staff in the performance of their present job
 - enhances the prospects of staff career development
 - allows for accreditation of Professional Development wherever possible
- 1.2 The fundamental purposes for Professional Development at Haven High Technology College are:
 - to help staff feel valued in the work that they do
 - to enable staff to do their job well so that they receive the positive feedback essential for job satisfaction and motivation
 - to help staff to anticipate and prepare for changes in their work
 - to encourage staff to derive excitement and satisfaction from their involvement in change

- to help them feel willing and competent to contribute constructively to the development of the college

2. Implementation

- 2.1 It will be the responsibility of the Assistant Headteacher (Professional Development) to devise and manage a comprehensive programme of professional development for all staff and to ensure that such a programme is an adequate resource for the college's development.
- 2.2 The identification of needs and the priorities for professional development activities will involve all members of staff and will include opportunities for consultation within curriculum and pastoral areas to consider their own needs analysis, recommend priorities and nominate staff to undertake development activities.
- 2.3 The programme of Professional Development activities agreed by the college will be closely linked to
- the ongoing review and target setting in the college development plan
 - the target and action points arising from performance management
 - the college's Policy for Professional Development
- 2.4 Each member of staff, whether teaching or associate has an entitlement to development and access to support activities.
- 2.5 Where a member of staff wishes to apply for a course, there will need to be:
- agreement from the Line Manager, whose responsibility it will be to ensure that the course is in line with Faculty Development Plan, College Development Plan or Performance Management targets for the individual.
 - a form should be completed and given to the Assistant Head (CPD).
 - the form should make clear the purpose of the course and relationship to the CDP, Faculty Development Plan or Performance Management targets.
 - the Assistant Head (CPD) shall have the responsibility to apply for courses.
 - generally speaking, only one member of staff will attend a particular course.
- 2.6 Where a member of staff attends a training course, there will be:
- a verbal and written report given to other members of staff working in that area, including outline plans of how this activity could be developed within the working area. This can be achieved by inclusion of Professional

Development as a regular item on faculty and pastoral agendas.

- a written evaluation report giving brief details of course content, the benefits of INSET to college, self or faculty and a plan of action resulting from the training. This should be returned to the Assistant Head (CPD) who will update a personal record which is centrally stored

2.7 All staff will be involved in the regular and systematic monitoring and evaluation of Professional Development activities at an individual, group and whole college level (see Section 4).

3. Programme of activities

3.1 As referred to in the introduction, a programme of professional development activities will include attendance on specific skills or curricular/pastoral based courses, involvement in working parties or advisory groups, being delegated tasks or responsibilities, involvement in work placements or shadowing schemes, creation of curriculum materials, action research projects and assisting with classroom support activities.

3.2 The programme of activities should stem primarily from the college review process and the identification of targets in the College Development Plan. However, it is important that the Professional Development programme includes those activities which address:

- whole college issues and targets
- curriculum and pastoral needs
- individual teacher needs as identified through Performance Management

3.3 Opportunities for staff to attend courses outside of normal contractual hours (ie during college half terms and holidays) will be made available. Where staff have a commitment to such Courses consideration will be given to an additional financial allowance, subject to the CPD budget available.

3.4 Costs associated with attendance on agreed professional development activities will be funded by the college's budget .

3.5 Staff attending courses will be expected to support other members through report, feedback and follow-up activities within that working area as given above in 2.5

3.6 Opportunities for Professional Development will be made available to all members of staff. Professional Development will reflect the targets identified in 3.2

- 3.7 The programme of Professional Development will need to allow for flexibility, with scope to respond to unforeseen needs.
- 3.8 The programme for Professional Development will seek to ensure a proper balance between maximum professional opportunities for staff and maximum educational access for students at the college.

4. Monitoring and Evaluation

- 4.1 The college will work towards a comprehensive programme of monitoring Professional Development activities.
- 4.2 Monitoring and evaluation will include regular activities to assess the success of the Professional Development programme and to assist the identification and development of future programmes. The processes of monitoring and evaluation will be designed to:
- encourage every member of staff to reflect on their work
 - promote the informal sharing of ideas
 - establish the regular and formal review of working teams
- 4.3 Monitoring of activities will provide the information on which to base judgements on the efficiency and effectiveness (the evaluation) of the Professional Development programme. Such monitoring will be provided through one or more of the following:
- questionnaires including self evaluation sheets
 - written reports
 - verbal reports
 - structured formal discussions with senior staff
 - informal discussions with individual staff
 - observations by staff of classroom outcomes
- 4.4 To evaluate the implementation of the programme, criteria may include some of the following:
- clear setting of targets for the identified priorities
 - timescale for achieving targets
 - consultation and involvement of staff in target setting
 - type/range of information collected in the monitoring process
 - procedures for consultation and involvement
 - barriers to implementation of the programme
 - steps to be taken to overcome barriers
- 4.5 To evaluate the impact of the programme, a further set of criteria may be applied, to include some of the following:
- the achievement/non achievement of targets
 - factors hindering or helping achievement of targets
 - increases in the level of activities and support
 - establishment or improvement in communication links

- sustained and significant achievement of previously identified needs
- changes in teaching/managerial/administrative practices
- impact on student performance/achievement
- variation in actual and unforeseen outcomes
- benefits/difficulties generated by unforeseen outcomes

5. Development

The college will explore other models for selection of CPD Courses (as per 3.2) by staff. The main concern is to introduce objectivity into the process as well as ensuring that the Professional Development programme reflects the needs identified in the College Development Plan, (including Technology College bid), Faculty Development Plans and Performance Management Targets.

Conclusion

This policy for Professional Development seeks to establish an open, supportive framework to enable staff to participate in the college's continuous improvement and development through the enhancement and progression of their own skills.