

ROSEMARY NURSERY SCHOOL AND CHILDREN'S CENTRE
CONTINUING PROFESSIONAL DEVELOPMENT POLICY & GUIDELINES

Rationale

This document draws together long-standing values at Rosemary Nursery School & Children's Centre (hereafter called "The School") with recent developments in Continuing Professional Development (CPD) practice. It aims to outline key principles, entitlements and practices of our setting in relation to Continuing Professional Development.

Further information can be found in our ITE Policy, Induction Checklists, Pay Policy and Records of Continuing Professional Development.

Principles and Values

Rosemary Nursery School and Children's Centre is a "learning community". By this, we mean:

1. We are committed to supporting the learning and development of all stakeholders; children, staff members, students, governors, parents, carers and community partners.
2. We aim to develop and maintain a culture that challenges and supports each member of the community, enabling each of us to achieve more than we can alone.
3. Engaging in professional dialogue and enquiry, nurturing reflective practice and maintaining a 'coaching climate' are integral to the life of our setting.
4. Professional development enables us to pursue and achieve setting-wide, team and individual development priorities. These, in turn, lead to improvements in outcomes for children and families, which are our driving force.
5. The School has an expectation that all staff members, governors and students take an active role in their own professional development and support the professional development of colleagues.

Key Practices

1. CPD priorities reflect those in School Development Plans, which are reviewed annually in consultation with stakeholders, and in individual and team Professional Development, Performance Management and Supervision records.
2. All team members, including non-class based staff, those on temporary contracts, governors and students have an entitlement to high-quality induction and continuing support and development.
3. The School Leadership is committed to the principles of equity, so that, as far as possible, no one member or team receives more favourable conditions for professional development than another.
4. However, we acknowledge that, to be effective, CPD plans must be linked to external drivers and opportunities as well as to the needs and demands of our organisation. For example, an external course, accredited qualification or bursary may be available one year and not the next and budgets vary over time.
5. The School Leadership is committed to on-going auditing, identification of need and encouragement of aspiration. This will be achieved through:

- Appraisal
 - Team and individual supervision
 - Open and honest leadership
 - Coaching and mentoring
6. Team members have a **responsibility to evaluate the impact of their CPD on their own practice as well as to disseminate their learning**. They will be supported to do this in the following ways:
- Opportunities to disseminate learning will be provided through staff and team meetings and in-service training days.
 - Senior staff and/or the relevant staff member's mentor will offer specific support through coaching, mentoring and supervision to enable the team member to reflect on what they have learnt and how they might use their learning to influence practice within the setting, and sometimes beyond.
 - The mentor will offer support to help the practitioner plan how to disseminate the new learning and evaluate further cycles of learning. For example, the practitioner may want coaching to plan a presentation may need timetabled opportunities for colleagues to observe practice.
7. CPD provision will allow staff members to develop skills and competencies progressively. This means that:
- Opportunities are available to revisit and refine particular skills over time.
 - Opportunities will be offered incrementally. For example, a community member who completes a level 1 or 2 child care qualification with us will, where possible, be offered the opportunity to study the next level (2 or 3, respectively) at a suitable time.
8. Each staff member is allocated a personal 'supervisor' with whom they meet a minimum of three times per year. CPD is a standing item at these meetings.
9. Generic- and, occasionally, specific- CPD opportunities will be advertised in the staff room. These may include, for example, meetings and seminars offered by organisations to which the School subscribes or with whom we work in partnership.
10. It is the **responsibility of the individual staff member to request a place on any external course**. Requests should be made **directly to the line manager**.
11. **Bookings:** External CPD bookings will normally be made by the School Office **and all bookings must be made known to the office**.
12. **CPD Records:**
- The School Office maintains a record of staff CPD
 - The Clerk to Governors maintains a record of Governors' training.
 - Individual supervisors keep their own records of supervision.
 - Each adult is responsible for maintaining their own professional development record. This is useful for future career development and may be required for internal/external audits.
13. **Pay:**

- The School pays for all CPD which is required by the setting. This may include reasonable travel and subsistence allowances. For example, if a member of staff attends CPD in another city, hotel accommodation may be needed.
 - Such expenditure should be negotiated with the line manager and booked as far as possible in advance, to achieve best value. **No travel or subsistence costs will be reimbursed without prior authorisation** from the line manager
 - A manager may offer a part-time member of staff the chance to take part in CPD outside their normal contracted hours. This may be paid or unpaid or TOIL may be agreed; the manager must make conditions clear. There is no obligation for part-time staff members to take part in such activities.
 - Overtime payments will not normally be available when a staff member chooses to attend an additional meeting or lecture, from their own interest.
14. For example, if a member of staff wishes to take part in CPD opportunities at the weekend, (e.g. ECHO or Early Education seminars) they should not expect to be paid. This is because our budget cannot support this level of expenditure. However, CPD costs will be covered.
15. Unless there are exceptional circumstances, time off in lieu (TOIL) is not normally possible.
16. **Personal Study Time:**
Study leave can only be granted if it will not impact negatively on provision for children.
17. Rosemary supports a range of **CPD approaches** matched to learners' needs. These include:
- In-house training using the expertise available within the team
 - Collaborative activity, especially Joint Practice Development; e.g. collaborative teaching, joint or moderated assessment, including joint observations of children's learning, moderation within a wider context, such as EY Networks, joint classroom observation, peer evaluation such as Adult Child Interaction, collaborative enquiry, modelling best practice
 - Coaching, mentoring and engaging in learning conversations
 - Job enrichment/enlargement; e.g. taking on new responsibilities, acting roles, shadowing colleagues within or beyond the setting, leading meetings, presenting research
 - Producing resources such as documentation of supportive interventions and enrichments, teaching materials, family learning/family support materials, assessment sets, ICT or video resources to support group learning or information sharing with parents and others
 - Accessing an external consultant or coach to support best practice including, where relevant, clinical or other expert supervision
 - Collecting and collating feedback, data and outcomes from children, parents or partners
 - Attendance at a lecture, course or conference
 - Visits to other settings to observe, participate in, or support practice
 - Hosting and supporting visits to our setting to demonstrate/share practice
 - Secondments, exchanges and placements; e.g. within a regional or national organisation or network, an exchange or placement with another practitioner, school, centre, higher education or other partner setting, including social care and health contexts
 - International professional development, e.g. study visits

- Postgraduate professional development and other qualifications from higher educational institutions and other forms of professional recognition and qualifications such as NVQs, NCSL, PTUK and CAMHS programmes
- Research opportunities
- Distance learning; e.g. participating in on-line learning communities
- Practical experience; e.g. opportunities to present a research paper, contribute to a training programme, coordinate or participate in local, national or international learning networks
- External partnerships; e.g. with a colleague, group, subject, phase, or activity. These might include cross-phase working groups, Teaching Schools, safeguarding bodies and research bodies.

18. The head teacher will provide an annual report to the Governing Body on the impact of CPD undertaken including identification of future needs.

19. Measures used to determine the impact of CPD will be drawn from:

- participant evaluation
- pupil and school attainment, including records of well-being and involvement
- observations of children's learning, development and well-being
- external and internal evaluation and inspection processes
- recruitment and retention data
- the changing qualification profile of the staff

Toni Glazzard January 2013, reviewed August 2014, 2015, 2017, 2019, 2021