

## Governing body CPD

See the code for effective governance at <http://ealing.lgfl.net>

As a school governor your role is crucial to the successful education of children in Ealing. To support that role we provide a programme of development opportunities for school governors as centrally run courses during the evening and at weekends as well as whole governing body development events based in individual schools or in clusters of schools. Our school governor's are also welcome onto any appropriate course in the teaching and support staff programme. Acknowledging the great commitment of Ealing school governors and pressures on their time, Ealing aims to facilitate governor access to high quality on-line sources of information, resources and training opportunities via the EGfL internet website. <http://ealing.lgfl.net>

## School support staff CPD and progression

Some of the support roles in schools and education settings:  
Teaching assistants (4 levels inc Higher Level Teaching Assistants)

Nursery Nurses

Science Technicians

ICT Technicians

D&T Technicians

Language Assistants

Librarians

Music support

Bilingual Educators

Learning Mentors

Midday Supervisors

SMSAs

Bursars

Admin

Premises Managers

Cleaning Staff

Catering Staff

Connexions

Ealing has for a long time provided a robust programme of development opportunities for school support staff which is now published on the Ealing Grid for Learning <http://ealing.lgfl.net>

The varied and highly valued role school support staff play in the achievement of young people has now been nationally recognised and development and career progression frameworks are emerging to enable this growing body of staff to have access to opportunities for continual improvement and progression.

Bursar training and development opportunities for all support staff are becoming more available. A structure for career progression is now available for teaching assistants and nursery nurses. The DfES is working with the Learning and Skills Council (LSC), professional bodies and LEAs to develop a competence and credit framework and national vocational qualifications (NVQs) which take account of the multiple roles school support staff play in contributing to an effective education service, school improvement and raising standards. There are now opportunities for teaching assistants to gain the status of Higher Level Teaching Assistant (HLTA) or to progress to qualified teacher status.

See the EGfL for further information and links to local and national guidance.

### School support staff progression



## Local Central provision



Ealing provides a substantial programme of training and development opportunities for its schools.

Individual staff and staff teams can choose from a broad range of training and development opportunities offered locally by a strong team of professionals including LEA school improvement and achievement consultants, advisers and officers, together with appropriate local and national specialist knowledge and expertise. Activities are school based, centrally delivered at Ealing Education Centre or other Ealing venues and located within national and local public bodies and private organisations (eg teacher placements).

The programme is designed collaboratively and is informed by the:

- 'Workforce Remodelling' agenda
- Ealing headteacher CPD strategy group
- Needs identified in schools (school development plans and through performance management and appraisals)
- LEA - Education Development Plan, subject forums and links with schools
- OFSTED school inspection reports
- National initiatives
- Investors in People

The central training programme is published in a bulletin of training and development opportunities, regular updates and fliers and on the Ealing Grid for Learning at <http://ealing.lgfl.net>

## Code of practice

Ealing's policy has drawn upon the national code of practice for development activities to ensure that individuals, schools and education establishments can always expect high quality professional development from the Ealing programme and provision.

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The CPD strategy has been developed by the CPD Strategy Group:

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The group worked through the following process to advise and support the School Standards Directorate Liaison Group in the development of an Ealing LEA CPD Policy and Strategy for all school-based staff and members of governing bodies to include:

- Producing a statement of values and principles in respect of school staff and GB entitlement to CPD
- Auditing and reviewing existing CPD provision and needs within the LEA
- Mapping CPD opportunities locally, regionally and nationally, including provision in the private and voluntary sectors.
- Developing processes and proposals for
  - the identification and dissemination of good practice
  - developing and recognising excellence
  - supporting the recruitment and retention of teaching staff, and workforce reform in schools through effective CPD provision
  - review and development of the LEA's central and school-based CPD service provision and associated SLA with schools
  - sustainable local CPD communications strategy
  - monitoring and evaluating CPD against national standards to inform sustained improvement in provision.

# Continuing Professional Development (CPD) for all school and education establishment staff

## What is Continuing Professional Development (CPD)?

"In times of change the learners will inherit the earth, while the knowers will find themselves beautifully equipped to deal with a world that no longer exists".  
Eric Hoffer, 1997

For more ideas on learning and development opportunities see: GTC professional learning framework at [www.gtc.org.uk](http://www.gtc.org.uk) and Ealing's CPD matrix for schools and educational establishments at <http://ealing.lgfl.net>



## Developing the professional knowledge, skills, practice and competencies of all staff on a continuing basis

Educating our young people in Ealing means equipping them for a world of fast-paced and continuing change. All of us involved in, and supporting, teaching and learning must be ready to continually update our own skills, knowledge and practice in order to make this happen. A commitment to continuing professional development is crucial.

A vast range of learning opportunities are available to us and a creative blend of these undertaken in a planned and considered way, is the best recipe for success.

The variety of experiences we can engage in to develop ourselves includes:

- learning from each other – learning from what works – this might be in or outside of our own school or workplace and may be as simple as observing each other during the working day
- working together on real improvement problems – drawing on good practice to develop solutions
- attending high quality focused training
- engaging in research, professional enquiry and reflection
- coaching and mentoring
- e-learning - such as computer-based training packages and using the internet for research

Teachers' career stage	Options for the individual	Opportunities available in your school	Opportunities available through links with other schools and establishments	Opportunities available through the LEA	Opportunities available via external bodies, national programmes and online
New teacher induction					
2nd and 3rd year teachers					
4th and 5th year teachers					
Middle leadership					
Advanced skills teacher					
Leadership team member					
New headteacher					
Experienced headteacher					

## Education Services



<http://ealing.lgfl.net>

Creating a  
**Learning Culture**

## Values & principles

### Why do we need it?

Ealing LEA believes that effective continuing professional development (CPD) of the workforce of our schools and other educational establishments is the key to

- raising the achievement of our young people
- challenging educational underachievement and disadvantage
- ensuring inclusive education
- developing professional learning communities with the capacity for continual improvement
- promoting high morale, motivation, self esteem and collaborative working
- initiating and implementing change for the better

## Roles & responsibilities

### Who should do what?

Ealing LEA believes that we all have a responsibility for making sure we continually develop and improve

#### as individual learners we can

- take a proactive interest in our own improvement and change
- reflect on our own practise and seek feedback from others
- be proactive in seeking opportunities to learn and develop
- be open to learning from each other to achieve the highest professional standards
- maintain a professional development record

#### the school or education establishment can

- engage and lead the workforce through continual change and improvement programmes by making a commitment to CPD for all school staff
- clarify responsibilities for CPD within the workplace
- make CPD a key theme of induction and performance management
- ensure staff have support in planning their own professional development and career pathway
- help staff through mentoring and coaching to reflect on their learning experiences, apply and share the learning with colleagues
- encourage and promote reflection, review, developmental feedback
- enable access to the wide range of learning and development opportunities in and outside of the workplace including opportunities to observe the practice of others and to be observed
- support colleagues to have some choice in their own development
- enable individual aspirations to be realised
- develop communication and support frameworks and systems for sharing practice and publicising learning opportunities



### the LEA will

- continually lead and support the learning community through major development and change such as workforce reform
- actively promote and support enhanced leadership and management at all levels
- consult with schools and help identify needs and solutions
- provide high quality consultancy, support and learning opportunities for all school staff
- provide support for performance management, quality marks and Investors in People
- develop local capacity to share and learn from each other
- develop links with other organisations to enhance opportunities
- contribute to and promote national and local strategies and opportunities
- secure standards, accreditation and value for money
- support CPD through good communications - developing a CPD portal on the Ealing Grid for Learning to help people to connect to national and Ealing information, good practice, case studies, opportunities, resources etc <http://ealing.lgfl.net>



## Developing local capacity

For updates on all of these and more see the Ealing Grid for Learning at <http://ealing.lgfl.net>

The LEA actively promotes and supports the national drive for developing centres and people of excellence and aims to ensure a balance of specialisms across the authority. Through such initiatives as

- leading edge, leading practice and specialist schools
- school sport and PE co-ordination programme
- advanced skills teachers
- leading teachers
- teacher self-help groups and networks
- induction tutors, mentors and coaches, consultant headteachers

we can build a strong local capacity for pedagogic leadership and for supporting the professional development of the workforce through the sharing of resources good practice and expertise.

## Identifying and sharing good practice

'Often the best way to learn is to observe the practice of others and let others observe us'

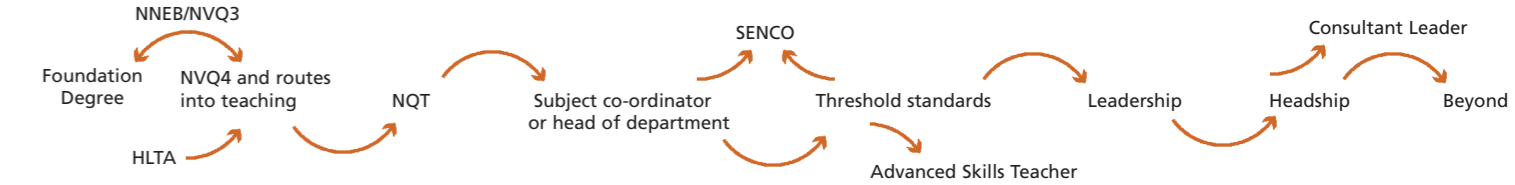
We all have expertise and we all have something to learn from others. Developing communication systems and structures at school and local level is key to knowing where that particular expertise is available and how we can access it.

To facilitate this the LEA aims to develop a database on the EGfL to include

- local effective practice and specialist expertise
- sources of funding for development
- pathfinders and pilots
- local contacts, networks and professional groups
- regional, national and international sources of information and resources

## Teachers' CPD and progression

A traditional route for progression for teachers might be



GTC professional learning framework can be found at [www.gtce.org.uk](http://www.gtce.org.uk)

For Ealing's CPD matrix for school and educational establishment staff go to <http://ealing.lgfl.net>

DfES Teachers' Standards and teachers' professional development record guidance can be found at [www.teachernet.gov.uk/professional\\_development](http://www.teachernet.gov.uk/professional_development)

See Teaching Assistant qualifications and routes leading to QTS at [www.ealing.gov.uk/teaching](http://www.ealing.gov.uk/teaching) or via the EGfL at <http://ealing.lgfl.net>

There are now a whole variety of exciting and flexible ways in which a class teacher can navigate through their professional career. These can enable very personalised, fulfilling progression – management and headship may not be for everyone!

Similarly the glass ceiling for school support staff has broken and teaching assistants and others can advance through a pathway of development and accreditation to Qualified Teacher Status (QTS).

For help in finding the right options for you see the following:

- Ealing's professional development matrix for school and educational establishment staff
- General Teaching Council (GTC) professional learning framework
- Teachers' professional development record
- Teachers' Standards Framework

## Effective CPD



- is likely to have a direct relationship with what teachers are doing in their own schools and classrooms
- uses external expertise (e.g. specialist consultants, university researchers or local authorities) linked to school-based activity
- involves observation and feedback – especially teachers observing and learning from each other and expert colleagues
- includes peer support – colleagues supporting one another rather than leadership by supervisors
- provides scope for participants to identify the focus of their development
- enables all staff to be reflective and focus on their contribution to children's learning and attainment
- provides opportunities to work with other colleagues and share practice
- includes opportunities to receive regular and structured feedback
- applies processes for sustaining CPD over time to embed learning in classroom practice
- includes opportunities for independent self-study