

Waddesdon Church of England School CPDL Opportunities 2020/2021

CPDL is the means by which professionals reflect upon, maintain and enhance their knowledge, understanding and skills. CPDL can involve any relevant **learning** activity, whether formal and structured or informal and self-directed.

What are the key **opportunities for CPDL** available (or that we encourage) at Waddesdon School?

1. High quality line management
 - a. High quality conversation through regular meetings and day to day interaction
 - b. Coaching and mentoring
 - c. Coaching conversations following observation
 - d. Providing CPDL opportunities (e.g. writing a SoW, chairing a meeting etc.)
2. High quality training from Subject Leaders and Heads of Year
 - a. Coaching and mentoring
 - b. High quality use of meeting time to focus on training and CPDL needs for department/team
3. Successfully using appraisal
 - a. As a means of identifying and prioritising CPDL needs. Fully filling in the 'CPDL needs' section.
 - b. To set CPDL based goals through the appraisal targets
4. Formative lesson observation
 - a. High quality coaching and support
 - b. Part of appraisal requirement and available for additional support
5. Subject-specific CPDL meetings and engagement in relevant Teaching and Learning Themes
6. Personal CPDL ventures
 - a. Such as Masters courses, PhD, research etc.
7. CPDL through other meetings – such as the Curriculum meeting, Heads of Year meeting etc.
8. CPDL through bespoke school CPDL programmes e.g trainee/NQT/new staff PDP/induction sessions, Designing Great Assessment CPDL programme, mentoring support sessions, lesson coaching
9. Being part of whole-school working groups e.g. Christian Ethos, 'Tech that Helps' working party
10. MER-based CPDL
 - a. Coached formative observations for staff
 - b. Exploration of report findings as a department
11. CPDL through the 'CPDL Pathways', including:
 - a. New staff and NQT programme
 - b. Growing Great Teachers (second year teachers and others)
 - c. Middle and senior leadership training (external)
12. Attending external training
 - a. Subject-specific or thematic (e.g. new syllabus training, iPads etc.)
 - b. NPQML/SL programmes
 - c. Level 3 Future Leaders National College Apprenticeship programme
13. Taking on whole-school roles and responsibilities (especially relevant for UPR and Post-Threshold Standards)
 - a. Helping with a work scrutiny, running an extra-curricular club, delivering assemblies etc.
14. Leading training or coaching
 - a. Running training for NQTs and ITTs

- b. Delivering whole-school training (TeachMeet etc.) or training for groups of people (ITT)
 - c. Becoming a coach.
 - d. Mentoring an NQT/ITT
 - e. Running a T&L session
15. Carrying out additional reading around a subject
 16. Having professional conversations and dialogue about areas of interest and positively changing practice as a result
 17. Reflecting on own lessons, and actively making changes to the own delivery of teaching
 18. Acting upon 'Book Look' feedback
 19. Observing other teachers (as a means of enhancing own practice in an area) or gaining feedback from own observers