

Waddesdon Church of England School CPDL Opportunities 2022/2023

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. Instructional 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 a **Personal Pedagogy** CPDL based objective through the appraisal targets
4. Instructional Coaching programme
 - a. High quality coaching & support following instructional coaching cycles (3 per year).
 - b. Part of appraisal requirement & available for additional support
5. Subject specific CPDL meetings and engagement linked to the **Familiar Fundamentals**
6. Personal CPDL ventures
 - a. Such as master 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/ECT/New staff PDP/Induction Sessions, Designing Great Assessment CPDL programme, individual mentoring support sessions, Instructional Lesson Coaching
9. Being part of Whole school working groups e.g. Christian Ethos, Social Justice groups
10. MER based CPDL (Not for academic year 2021-2022)
11. CPDL through the 'CPDL Pathways', including:
 - a. New staff and NQT programme
 - b. Growing Great Teachers (second year teachers and others)
 - c. Subject Leader Support programme (internal)
 - d. Middle and senior leadership training (external)
12. Attending external training
 - a. Subject specific or thematic (e.g. new syllabus training, ipads etc.)
 - b. NPQ Programmes
13. Taking on whole school roles and responsibilities (Especially relevant for UPR and Post Threshold Standards)
 - a. Helping with book looks, running an extra-curricular club, delivering assemblies etc.
14. Leading training or coaching
 - a. Running training for ECTs and ITTs
 - b. Delivering whole school training (teach meet etc.) or training for groups of people (ITT)
 - c. Becoming a trained coach as part of Waddesdon leadership of Church of England NPQ programmes
 - d. Mentoring an ECT/ITT.
 - e. Running a T&L session
 - f. Providing resources linked to Familiar Fundamentals
15. Carrying out additional reading around a subject – Linked to Personal Pedagoies
16. Having professional conversations and dialogue about areas of interest and positively changing practice as a result
17. Reflecting on your lessons, and actively making changes to the way in which you teach
18. Observing other teachers (as a means of enhancing your own practice in an area) or gaining feedback from those that observe you.

What are your CPDL needs, and how do you plan to take ownership of those needs?

Take some time out to read through the opportunities listed below. Circle/highlight the ones you would like to explore over the coming year. Many of these opportunities can link to your appraisal objectives and CPDL needs.

I want to advance my classroom practice	I want to advance my understanding of the exam process – leading to outstanding results for my groups.	I want to become a middle leader	I want to advance as a middle leader (potentially to senior leadership)	I want to advance my skills (and potentially career) by contributing to the wider needs of the school/department
<i>CPDL avenues to explore</i>	<i>CPDL avenues to explore</i>	<i>CPDL avenues to explore</i>	<i>CPDL avenues to explore</i>	<i>CPDL avenues to explore</i>
A) Attend directed time CPDL sessions and try out new ideas in classroom	B) Visit another school/department	B) External middle leadership course (e.g. NPQLT or NPQBC)	A) LMT Secondment	C) Deliver assemblies
C) Participate in voluntary observation of other teachers	B) Participate in exam board training or external exam paper marking	A) LMT Secondment	A) Training offered through meetings, such as 'Curriculum Meeting'	C/D) Run an extra-curricular club (*)
A/C) Attend additional T&L sessions e.g. Designing great Assessment	C) Partake in additional reading around my chosen subject	B) Other external courses	B) External training such as NPQLT or NPQSL	C/D) Mentor an ECT or ITT (*)
A) Identification and focused steps on a personal pedagogy that will have a direct focus on your classroom practice.	C) Investigate syllabus, past papers, examiners reports, recalled papers etc. to enhance understanding.	C) Shadow a middle leader	B) Engage with a successful department in another school	C/D) Writing SoWs or taking on departmental responsibility (e.g. presenting at a department meeting)
B) Attend an external course specific to your area of classroom practice	C) Offer end of year revision sessions, targeted at sub-groups	C/D) Lead training for the team (e.g. at a department/team meeting) (*)	C/D) High quality dialogue in line management meetings	D) Delivering INSET training (whole school, or to a group such as ECTs)
C) Request 1:1 coaching/training/observation support from LMT, subject leader or another	C) Observe other teachers with a focus on good practice with exam groups	C/D) Delivering INSET training (whole school, or to a group such as ECTs) (*)	D) Become a coach e.g. instructional coaching programme	D) Present at a 'teachmeet' or other INSET training
C) Observe other teachers with a focus on my chosen area of classroom practice	C/D) Develop tracking systems, to carefully monitor the progress of individual students, facilitating intervention	C/D) Mentoring an ITT/ECT (*)	D) Delivering INSET training (whole school, or to a group such as ECTs)	C/D) Running a trip or partaking in other training such as first aid
C) Partake in additional reading around my chosen area of practice		A/C) Participate in Growing Great Teachers programme	A/C) Attend additional T&L sessions e.g. Designing great Assessment	A/C) Attend additional T&L sessions e.g. Designing great Assessment
C) Seek student voice feedback & act upon it		C/D) Taking on small areas of responsibility within team (e.g. writing SoW etc.)	A/C) Engage with current research, thinking and writing on effective practice in the classroom and share with colleagues e.g. 5 Min Fundamental video	A/C) Engage with current research, thinking and writing on effective practice in the classroom and share with colleagues e.g. 5 Min Fundamental video
A/C) Engage with current research, thinking and writing on effective practice in the classroom and share with colleagues e.g. 5 Min Fundamental video		A/C) Engage with current research, thinking and writing on effective practice in the classroom and share with colleagues e.g. 5 Min Fundamental video	A/C) Participate in Growing Great Teachers programme	A/C) Participate in Growing Great Teachers programme
A/C) Participate in Growing Great Teachers programme/ Extended Instructional Coaching programme		A/D) Working as a coach on an instructional coaching cycle		
A) Instructional coaching cycles				

- A. CPDL is internally provided
- B. CPDL is externally provided
- C. CPDL is self-driven or driven through dialogue with others – **NOTE how much CPDL has to be self-driven...**
- D. CPDL may be offered or encouraged e.g. by a Subject Leader

Support, Training and Development Opportunities for non-teaching staff 2022-2023

What are the key training and development **opportunities** available (or that we encourage) at Waddesdon School?

1. High quality line management
 - a. High quality conversation through meetings and day to day interaction
 - b. Providing opportunities (e.g. offering courses, shadowing of other staff)
2. High quality training
 - a. New staff induction
 - b. Shadowing of experienced staff
 - c. Via meetings
 - d. Attendance at relevant INSET/on-site sessions
 - e. Attending external training
3. Successfully using appraisal
 - a. As a means of identifying and prioritising training and development needs. Fully filling in the 'training and development needs' section.
 - b. To set appraisal objectives which link to job role
4. Involvement in the wider school community
 - a. Helping to run an extra-curricular club (during and after school day)
 - b. Involvement in additional school activities e.g. Supporting residential trips, school events
 - c. Becoming a School Governor
 - d. Supporting the WSA
 - e. delivering assemblies
5. Leading training or coaching
 - a. Running training sessions e.g. for ECTs and ITTs, first aid training for others
6. Having professional conversations and dialogue about areas of interest and positively changing practice as a result
7. Observing others (as a means of enhancing your own practice in an area) or gaining feedback from those that observe you
8. Carrying out additional reading around a subject/role
9. Any other suitable activity as agreed with your line manager