

RECOGNISING SUCCESS: If a school had successfully embedded school improvement and CPD into performance management

what would governors; members of school work force, CPD leadership and pupils be THINKING/FEELING SAYING AND DOING and what would be better as a result? NB THESE WOULD RELATE BACK TO THE BASELINE THE SCHOOL STARTED FROM

<i>What they would be:</i>	GOVERNORS	CPD LEADERSHIP	MEMBERS OF SCHOOL WORK FORCE	PUPILS
<i>Thinking</i>	We have closed the gap between CPD and school improvement Teachers are learning more	I think that our priorities are much clearer now and our CPD more effective as a result	My effectiveness in the classroom is improving	My teacher is full of new ideas
<i>Feeling</i>	I feel this all links up better	The work I am doing in this role is making a difference to pupils	Happy because my needs are being met and my career development is being supported	I feel part of my teachers learning
<i>Saying</i>	<i>Well done – the school is really moving forward</i>	<i>I see how this all links together</i>	<i>I can see how this all this together</i>	<i>I wish my teacher would go back to the easy stuff we did before! I know what we are all trying to improve</i>
<i>Doing</i>	Holding discussions with HT /SLT re what the priorities are so that staff can come on board with them HT objective is set to ensure CPD IS embedded	Using professional standards to look at individual development and progression	My level 2/3 qualification	Progressing at a faster rate towards their targets
<i>What would be improved</i>	<ol style="list-style-type: none"> 1. Increased commitment and improved outcomes for school priorities 2. Less money wasted on unnecessary CPD 3. Increased responsibility by teachers/WF for selecting and applying the right kind of CPD 			

RECOGNISING SUCCESS: If a school had successfully engaged with quality marking leadership and coaching what would governors; members of school work force, CPD leadership and pupils be THINKING/FEELING/ SAYING AND DOING and what would be better as a result? NB THESE WOULD RELATE BACK TO THE BASELINE THE SCHOOL STARTED FROM

<i>What they would be:</i>	GOVERNORS	CPD LEADERSHIP	MEMBERS OF SCHOOL WORK FORCE	PUPILS
<i>Thinking</i>	I am pleased to know that our school is as good at CPD as I thought	I am doing a good job	CPD is valued in this school	My teachers are good teachers
<i>Feeling</i>	I am more interested and informed about the quality of CPD in our school	I am confident that the provision and approach is good	I am clear about my progression I have a good work/life balance	Everyone is a learner here including my teacher
<i>Saying</i>	<i>What differences have been brought about by the coaching you have received? It is good to have our achievements recognised</i>	<i>I can help you meet your CPD needs</i>	<i>I am pleased that we have such well matched CPD that I can improve outcomes for pupils</i>	<i>We often have two teachers or other adults in our classes</i>
<i>Doing</i>	Congratulating teachers on using collegiality and team work to raise standards	Using the Quality Mark Standards and being continually reassessed	Coaching /supporting others Working more collaboratively and reflectively	Own peer coaching Feeding back to teachers Reflecting on learning
<i>Evidence of impact Depending on baseline</i>	<ol style="list-style-type: none"> 1. QM can be seen in X cases to have resulted in CPD leading to a specific improvement in standards etc 2. Increase in professional dialogue between schools that have led to increased access to CPD that has made a difference 3. Leadership of CPD is strategic and is meeting wider needs 			

RECOGNISING SUCCESS: If a school had successfully achieved a multi agency approach to school leadership what would governors; members of school work force, CPD leadership and pupils be THINKING/FEELING SAYING AND DOING and what would be better as a result? NB THESE WOULD RELATE BACK TO THE BASELINE THE SCHOOL STARTED FROM

<i>What they would be:</i>	GOVERNORS	CPD LEADERSHIP	MEMBERS OF SCHOOL WORK FORCE	PUPILS
<i>Thinking</i>	I think this might well result in reduced exclusions	I know who all the agencies are that I need to work with	We are now working as a team to provide the best outcomes for pupils	I cant play one professional off against another anymore
<i>Feeling</i>	We involve the wider community much more in school decision making	Secure in the knowledge of provision for support staff to help them in their work	I feel confident of my place in the team and the contribution I make	Great I have someone other than my teacher to talk to about my problems I am supported better
<i>Saying</i>	<i>Its good to see people working more coherently to support children and their families</i>	<i>Joined up working is now a reality and we are benefitting from it</i>	<i>I know people outside the staff room who work with our kids</i>	<i>I don't keep having to repeat myself to different people They do see to know me</i>
<i>Doing</i>	Asking intelligent questions about CAF and CPD Joining in multi agency CPD	Providing multi agency training	Communicating with the right people	Seeing a range of professionals in one place without time off from school
<i>What would be improved</i>	<ol style="list-style-type: none"> 1. Reduced exclusions, challenging behaviour problems 2. Enhanced curricular opportunities 3. Greater involvement of parents and families n school life 4. Time saved 			

RECOGNISING SUCCESS: If a school had successfully promoted M level work

what would governors; members of school work force, CPD leadership and pupils be THINKING/FEELING SAYING AND DOING and what would be better as a result?

<i>What they would be:</i>	GOVERNORS	CPD LEADERSHIP	MEMBERS OF SCHOOL WORK FORCE	PUPILS
<i>Thinking</i>	Have we planned the budget for this This will help deepen impact of CPD	I know now how to tackle this and the providers we can use	Professional learning is for life	My teacher looks tired
<i>Feeling</i>	Confident that M level work offers value	Confident in understanding MTL requirements	Challenged/interested/knowledgeable	At last my teacher understands the pressures of course work I might want to be a teacher
<i>Saying</i>	<i>What opportunities can we offer to staff to undertake masters level work?</i>	<i>We have someone in school who can help you get started on M level work</i>	<i>I am really enjoying learning something new that supports my role Good to be a real learner again</i>	<i>Tell us what you are learning about</i>
<i>Doing</i>	Talking to teachers doing MTL Asking pupils if they understand a teachers M level qualification	Becoming the in school coach/support tutor or sending/providing training for middle leaders to do this	Disseminating outcomes of M level work	Providing evidence for their teachers Discussing barriers to learning more Celebrating with the teacher
<i>What would be improved</i>	<ol style="list-style-type: none"> 1. Deeper understanding which expresses itself in greater effectiveness in the aspect being studied 2. Greater pride in being a professional – better retention/career progression 3. Wider and richer collaborative working resulting in innovative outcomes that improve the educational experience for pupils 			