POLICY
2A

Continuous Professional Development (CPD) Policy: Optimus CPD Portal Guidelines

for EYFS, Primary and Secondary

For Ta'allum Schools

Reviewed as of January 2019

Approvals

The signatures below certify that this policy has been reviewed and accepted, and demonstrates that the signatories are aware of all the requirements contained herein and are committed to ensuring their provision.

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Reviewed and Approved by	Dr. Mohammed Saefan		Education Director	18.2.19

Approved by	Ahmed Al Mannai		CEO	18-2-2019

Amendment Record

This Policy is reviewed to ensure its continuing relevance to the systems and processes that it describes. A record of contextual additions or omissions is given below.

Page no.	Context	Revision	Date
	Reviewed for alignment with revised CPD policy and relevance of course recommendations, as well as terminology updates		January 2019

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I. Rationale

Ta'allum's Guiding Principles for purchasing and facilitating access to the Optimus Online CPD Portal are inextricably linked to research based evidence and Ta'allum's commitment to the professional development of staff (as outlined in the Ta'allum CPD Policy).

The report *Understanding What Enables High Quality Professional Learning: A Report on the Research Evidence*[1] produced by the Centre for the Use of Research and Evidence in Education (CUREE) and Pearson School Improvement draws on published research that addresses the question: '*What are the characteristics of high quality professional learning for practitioners in education?*'

The focus of this report was specifically on professional learning that leads to benefits for students.

The report states that CPD is most likely to benefit students if it is:

- *collaborative*
- *supported by specialist expertise*
- *focused on aspirations for students*
- *sustained over time*
- *exploring evidence from trying new things.*

Draw on effective approaches

The report goes on to explain that the approaches most closely linked to effectiveness in CPD include:

- *collaborative enquiry*
- *coaching and mentoring*
- *networks*
- *structured dialogue*
- *group work.*

In addition, the report shows that the professional learning experiences of teachers that were most likely to improve student outcomes included:

- *learning to learn from observing teaching and learning exchanges*
- *immersion in exploration of students' learning and teachers' contributions to it*
- *active engagement with the learning through collaborative problem-solving and role play, practising, planning, experimenting, adapting, reviewing and debriefing*
- *the synthesis of relatively generalised, context-free theories and concepts with the specifics of the teacher's working context*
- *the development of practical theories or rationales*
- *the need for support, often via a mix of specialist and collaborative coaching.*

'Ta'allum Academies recognises that Professional Development is critical to the achievement of the organization's mission and vision. It is also equally important to the continuous improvement of student learning and quality of teaching. For staff, quality Professional Development is integral to personal job satisfaction, workplace productivity, rewards, and recognition.

Commitment to Professional Development

Ta'allum's commitment to Professional Development is in keeping with one of the tenants in the Supreme Education Councils Professional Standards for Teachers (2007) whereby it states that teachers should reflect upon their own practices and identify areas for improvement.

Impact on practice in the classroom

It is incumbent on all teachers in particular to ensure that such professional training affects their practice within the classroom or elsewhere. At best, new knowledge should be "transferable." While employee academic excellence is to be praised, it is far more meaningful to ensure that this knowledge will help to raise standards throughout the Academy

Ta'allum is committed to providing staff with:

- *The opportunity to plan and develop skills, knowledge and attributes that complement organizational and work unit goals*
- *The opportunity to participate in career development activities that extend and enhance staff capabilities and capacity for advancement within the organisation*
- *Equity of access to Professional Development opportunities. '*

(Taken from Ta'allum Group's CPD Policy)

II. Responsibilities in relation to use of Optimus CPD Portal

Staff Responsible	Action
VLE Coordinators within each academy in liaison with IT teams	• Serve as administrator for CPD online portal • Update staff names on the Optimus CPD online portal. • Provide username and access information to staff. • Follow up on any access issues with Ta'allum's designated account manager, Victoria Baxter at Optimus: Victoria.Baxter@Optimus-Education.com • Liaise with IT teams, Head Office Senior Database Administrator and Victoria Baxter to export school staff learning records onto an excel spreadsheet every mid semester. • Keep this as an in-house record of CPD, which is provided to Heads of School/ subject upon request. • Provide this excel spreadsheet to Head Office Senior Database Administrator and when requested.
Director of Education/ CEO	• As part of Performance Management of Principals, review the management of the academy's CPD and use of Optimus CPD online portal. • Discuss the periodic reports on the utilisation of Optimus CPD Portal with Principals
Head Office IT team/ Senior Database Administrator	• Liaise with school IT teams to ensure that Excel records of staff CPD within each academy are shared with Head Office as and when requested. • Act as a reference point for consultants and Head Office staff regarding technical issues relating to the Optimus CPD portal. • Liaise with Optimus providers and Peter Keely to collect login reports– to determine who has / hasn't logged in; how many times staff have accessed a web session; or when was the last time a certain member logged in.
Ta'allum Head Office Consultants	• Initially liaise with the Optimus CPD provider. • Guide leaders to specific training for staff and negotiate an agreed and specified Optimus training units with Heads of School. Some training units will be mandatory, some personalised, reflecting the needs of the whole Academy, the individual needs of staff and the significant Ta'allum investment in providing these resources for staff. • Quality Assure the use of the CPD portal. • Liaise with leaders in schools to check on CPD progress of staff and use of the online portal. • Support in the facilitation & delivery of CPD as appropriate based on school and department need

Head of School	• Help the Administrator maintain up to date staff lists for access to the portal. • Review options for CPD training online. • Oversee the creation of a programme of online training from the Optimus CPD portal, which may include directing nominated staff to courses supplementary to that provided in Appendices. • Guide staff towards appropriate and necessary training, identifying needs of staff and supporting them where needed. • Follow Ta'allum guidelines and Performance management cycle guidelines in directing staff to designated training. • Set CPD targets for staff as part of the Performance Management cycle. • Follow up on CPD plan with progress and review meetings linked to the CPD plan. • Review and set targets for the following year to support staff members' ongoing career progression. • Ensure staff uphold Ta'allum's Islamic ethos whilst using Optimus CPD content. • Facilitate & Deliver/ Delegate CPD delivery as appropriate • Monitor the use of the online portal by staff. • Report on progress against Optimus CPD expectations in CPD section of monthly report to Principal (Management of departmental and school CPD will be incorporated into the Performance Management of the relevant manager.)
Co-ordinators/ Heads of subject	• Support Heads of School in monitoring staff use of the on-line portal. • Maintain contact with Optimus customer services team or the designated account manager Victoria Baxter at Optimus: Victoria.Baxter@Optimus-Education.com at regular intervals, to support staff in requesting a certificate of attendance or certificate of achievement for staff to keep a paper copy of their CPD profile. • Support Heads of School in identifying individual staff CPD needs and in creating a CPD plan. • Help to set CPD targets for staff as part of the Performance Management cycle. • Follow up on CPD plan with progress and review meetings linked to the CPD plan. • Review and set targets for the following year to support staff members' ongoing career progression.

	• Facilitate & Deliver/ Delegate CPD delivery as appropriate (Management of departmental and school CPD will be incorporated into the Performance Management of the relevant manager.)
Principal	• Ensure value for money is achieved by promoting efficient and effective use of the portal as a CPD and educational resource • Ensure that Ta'allum's policy for CPD and for Use on the Optimus CPD portal are followed. • Ensure staff uphold Ta'allum's Islamic ethos whilst using Optimus CPD content. • Facilitate & Deliver/ Delegate CPD delivery as appropriate • Report on progress against Optimus CPD expectations in the CPD section of the Principal Monthly Report. (Management of departmental and school CPD will be incorporated into the Performance Management of the relevant manager.)

NOTE:

Any external training request should be approved by the Director of Education only after completing at least 5 Optimus CPD sessions/modules.

Appendix A:

Guidance for Leaders in creating an Optimus CPD plan

Planning School & Department CPD

The Optimus *In House Training* section of the website groups the CPD courses under the following headings:

- Leadership and Governance
  - Coaching for Change
  - Evaluating Teacher Performance
  - Middle Leadership Essentials
  - Performance Management
  - Tackling Staff Underperformance
- School Business Management
  - Achieving Value for Money
  - Risk Assessment
  - Staff Wellbeing
- Teaching and Learning
  - Accelerate Progress with Metacognition
  - Action Research for Improved Classroom Teaching
  - Assessment Without Levels
  - CPD Leadership: Essentials
  - CPD Leadership: Strategy
  - Developmental Lesson Observation
  - Differentiation in Practice
  - EAL for Classroom Teachers
  - Early Years SEN
  - Effective Lesson Planning
  - Effective Use of Pupil Voice
  - Embedding Literacy
  - Embedding Numeracy
  - EYFS Bite-size Training
  - Marking and Feedback
  - Mastery Learning and Assessment
  - Peer Observation
  - Questioning for Challenge
  - Teacher Development Programme
- SEN, Safeguarding and Pastoral
  - Improving Behaviour through Restorative Approaches
  - Managing Neglect
  - Managing Self-Harm
  - Preventing and Tackling Cyberbullying
  - Preventing Extremism and Radicalisation
  - Preventing Prejudice-Based Bullying
  - Safeguarding Whole-School Update
  - SEND Inclusive Teaching Programme
  - Sexual Exploitation and Grooming
  - Tackling Low-Level Disruption
  - Teaching Assistants: Successful Classroom Partnerships
- Topical Briefings
  - Briefings: governors and school leaders
- Conference Summaries

  - Child Protection in Education 2015
  - Employment Law in Education 2016
  - Secondary Data 2016
- Staff Meeting Sessions
  - Topics for team meetings
- Archive

The *Optimus CPD Catalogue* (Excel spreadsheet) provides specific guidance by course on:

1. Target Audience
2. Mode of Completion (Independent Self Study or Facilitated Training
3. Recommended Staff Member for Training Delivery
4. Course Duration & Breakdown
5. Flexibility to use Units Separately
6. Guiding Notes

You may use the above to assist in devising individual, group, department and school section and whole school CPD Plans to accompany those staff should complete- as outlined in Appendices B and C.

Guidance for Staff Access

1. Go to the following - https://www.optimus-education.com/login
2. Login using username and password then follow the steps below:
3. In order to access courses:
4. Select from the main menu: **In House Training**
5. Select **Available courses**
6. Select the relevant area from the drop down menus such as:
7. **+Leadership and Governance**
8. **+Teaching and Learning**
9. Select the relevant training, as directed by Heads of School/ Principals
10. Once training is completed update your learning record, accessed via the home page of the course
11. Once training is completed apply for certification by clicking on the link provided or sending an email to training@optimus-education.com

Appendix B: EYFS and Primary courses that should be completed are as follows:

+ Safeguarding, SEN, Pastoral Safeguarding Whole School Update Self Study course	All staff
+Teaching and Learning EAL for classroom teachers (LY leaders need to review content then select how best to use for internal ongoing PDs with staff) http://my.optimus-education.com/webinar-eal-teaching-getting-it-work-across-school **+Teaching and Learning** Embedding Literacy	Primary LY leaders; Heads of English; English leaders; Heads of Learning Support
+Teaching and Learning Embedding Numeracy	NY Leaders; Heads of Maths; Maths leaders; Heads of Learning Support
http://my.optimus-education.com/webinar-eal-teaching-ways-build-vocabulary http://my.optimus-education.com/eal-teaching-principles-good-practice http://my.optimus-education.com/eal-teaching-using-pupils-first-language-mainstream-classroom	All teaching staff
+Teaching and Learning Accelerate Progress with Metacognition (Primary co-ordinators need to review content then select how best to use for internal ongoing PDs with staff)	Primary co-ordinators
+Teaching and Learning Differentiation in Practice (Select I am studying this unit for myself)	All teaching staff
+Teaching and Learning Early Years SEN	Heads of EYFS and EYFS co-ordinators

+ Leadership and Governance CPD leadership essentials Coaching staff	Literacy Leaders; Numeracy Leaders; year leaders
+ Leadership and Governance Middle Leadership Essentials	Literacy Leaders; Numeracy Leaders; Primary and EYFS co-ordinators
+ Leadership and Governance Evaluating Teacher Performance	Primary Co-ordinators
+ Leadership and Governance Evaluating Teacher Performance Performance Management Tackling Staff Underperformance	Heads of Primary
Refer to Optimus Catalogue All Early Years and Primary staff to select/ be referred to complete courses of interest & school priority – equivalent to at least 1 hour per fortnight (including the above essential courses) These will be evidenced by the staff member and form part of PM processes and discussions.	All Early Years and Primary Staff

Appendix C: Secondary courses that should be completed are as follows:

+ Safeguarding, SEN, Pastoral Safeguarding Whole School Update Self Study course (Independent Study)	All Secondary staff who are in contact with students
+Teaching and Learning EAL for classroom teachers (1X 80-minute session or 2 x 40 minute sessions)	Head of Secondary to arrange facilitation for all classroom teachers
+Teaching and Learning Differentiation in Practice (Independent Study)	All teaching staff (Complete during independent designated weekly 1 hour CPD session)
+ Leadership and Governance Evaluating Teacher Performance	All staff who conduct Performance Management & Observations
+ Leadership and Governance Performance Management Tackling Staff Underperformance	Heads of Secondary
+ Leadership and Governance Middle Leadership Essentials	Middle Leaders not enrolled in NPQML
Refer to Optimus Catalogue All Secondary staff to select/ be referred to complete courses of interest & school priority – equivalent to at least 1 hour per fortnight (including the above essential courses) These will be evidenced by the staff member and form part of PM processes and discussions.	All Secondary Staff