

Running a staff CPD programme through the IAPS Digital Academy



Ideas to support school leaders

Summary

IAPS Digital Academy (IDA) offers access to a wide range of CPD courses, individual and institutional rewards and extensive support.

The suggestions provided below are based on use of *IAPS Digital Academy* and are not intended to be prescriptive. Rather, they are offered as a series of ideas to support school leaders in developing an approach suited to their particular circumstances.

Staff are a school's greatest asset in terms of delivering its services. Helping all members of staff develop through a combination of training, education and wider opportunities should be a priority for those leading an institution.

Professional development helps to motivate individuals and improve outcomes. In doing so, it assists with the retention and recruitment of staff and enhances the wider reputation of the school.

Attention should be given to tracking and recording progress, monitoring and reporting as well as recognising achievement. Everyone should be:

- › Supported, but challenged
- › Aware of their targets
- › Clear about where their career is going and what the next stages might be
- › Able to show initiative and a growing sense of control
- › Expected to demonstrate the value of what they have done

A whole school approach may involve some or all of the following:

- › Meeting statutory responsibilities
- › Tying directly into an existing performance review or appraisal system
- › Contributing to chosen components of the school development plan (SDP)
- › Providing professional liberty and autonomy by letting staff choose their own courses to help reflect their ambitions

Although one or more individuals may run the IDA programme across a school, further delegation of various responsibilities can prove desirable. For example, middle or team leaders can be involved in briefing, guiding, monitoring and reporting on the progress of those that they line manage.

Structuring appropriate programmes of development for each group or individual member of staff is a crucial part of the overall process; as is each person taking increasing control of their own professional learning.



How IAPS Digital Academy can help

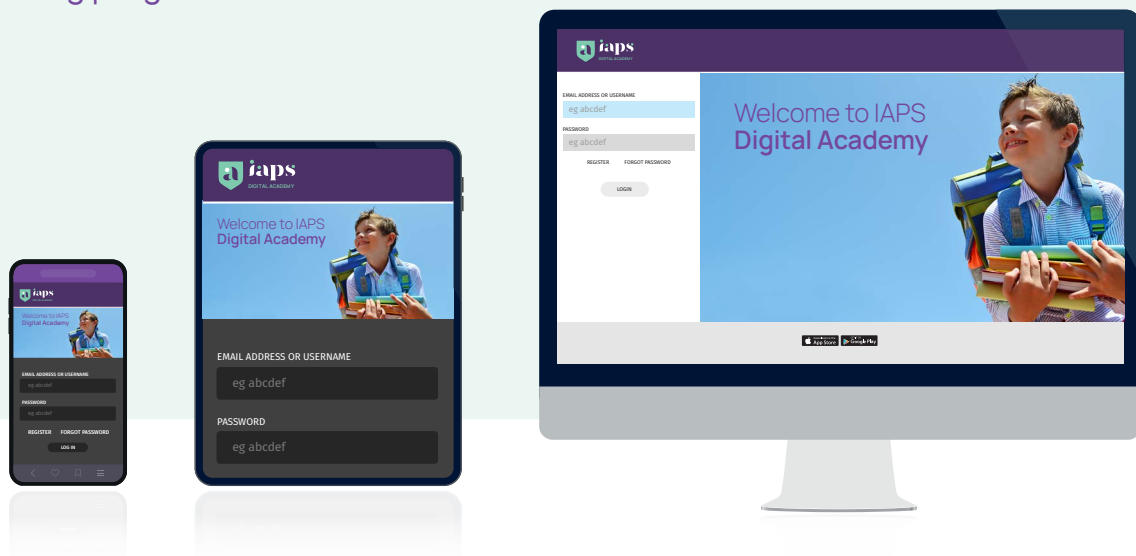
IAPS Digital Academy offers a carefully integrated approach to using wide-ranging, engaging and involving courses for staff and volunteers in almost any role within a school.

It provides great flexibility, enabling schools to personalise programmes of development to ensure that both institutional and individual needs are met.

Staff have true anytime, anywhere access to their professional learning programme

CPD leads can allocate courses to individuals and or groups, track progress and generate reports. Thus facilitating the provision of support and challenge, confirmation of compliance and assessment of impact and value for money.

Importantly, all courses in the *IAPS Digital Academy* can be accessed on smart device as well as the web, giving staff true anytime, anywhere access to their professional learning programme.



Meeting statutory responsibilities

To start with, it is important to ensure that all staff complete the necessary courses each year. This may be particularly significant for new members of staff and their induction process. Topics are likely to include, for example:

- › Child Protection
- › Code of Conduct
- › Equality and Diversity
- › Fire Safety
- › Safe Information Handling
- › Whistleblowing

How IAPS Digital Academy can help

IDA offers a range of statutory courses, including those listed left. All courses are updated regularly to meet government guidance and pedagogical research.

CPD leads can allocate courses to individuals and or groups (eg new staff, pastoral staff etc) and then track progress and download engagement data on the tutor dashboard. This helps CPD leads to keep on top of learning activity and course completions.

Contributing to performance review

Any member of staff can be given a development programme as part of their annual review. Line managers can then track how each individual is progressing through their programme, ensuring that they have completed agreed tasks/courses. All elements of each programme characteristically need to be agreed between the member of staff and the line manager.



How IAPS Digital Academy can help

IDA, by being able to offer programmes tailored to individuals as well as specific groups of staff, enables schools to reflect individual targets and aspirations.

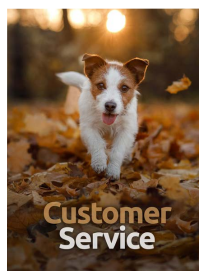
Line managers can monitor progress as and when they please. They can also download reports, which will help inform interim updates and annual reviews.

For teaching assistants, early career teachers and aspiring heads these processes are assisted by special programmes. Each of these development programme involves a survey, taken by an individual staff member. Once the survey is completed, each individual receives a set of recommended courses to reflect their responses.

Linking to the school development plan (SDP)

Each year, school leaders can agree how staff CPD can contribute to achieving institutional aims as set out in the SDP. Some parts may be shared by all major groups of staff; others may be more targeted at particular specialist roles. Examples might include:

- › Encouraging all staff to take and embrace *Customer Service*
- › Arranging for staff working in the classroom to take *Improving Boy's Writing*



How IAPS Digital Academy can help

IDA offers a library full of **130+** generic and specialised courses. From the courses, line managers can choose those that align to the SDP's aims and allocate them to relevant groups of staff.



Providing professional liberty

While other elements of a programme can be aligned to the personal ambitions of a member of staff, there is great merit in giving individuals the chance to choose additional training and development to further their career and particular interests. This can:

- › foster professional attitudes
- › encourage initiative taking
- › improve morale
- › increase staff retention.

Allowing staff to engage in thoughtful reflection whenever and wherever they are.

How IAPS Digital Academy can help

If desired, line managers can give their staff members the opportunity to choose which courses they would like added to their development programme. This helps staff feel more engaged with their learning, and will be more likely to complete their set of courses.

This is facilitated by the fact that all courses in the *IAPS Digital Academy* can be accessed offline on the iOS and Android apps, as well as the web. This gives staff convenient access to their learning programme, allowing them to engage in thoughtful reflection whenever and wherever they are.



Taking the lead?

As a head, you may take prime responsibility for the whole school programme. Alternatively, you may decide to delegate responsibility to one or more colleagues. What follows is a series of steps that you may wish to consider.

Setting up a CPD programme for all staff

- 1 If one person is running the programme, appoint a deputy to help devise the structure and share the load of briefing, tracking and reporting.
- 2 Choose middle managers and team leaders who will take on subsidiary roles and work closely with their respective subordinates.

- 3 Agree and set out:
 - Who will be required to complete which statutory courses and by when?
 - Which elements of the SDP will be focused on during the year and how will different groups of staff contribute?
 - How will the programme be integrated into the existing appraisal process at the school, group and individual level? What documentation/ evidence will be required of meeting the agreed commitments?
 - What general or specific guidance will be given in terms of individual choice over additional courses/opportunities?

- 4 Define a process of monitoring and reporting for all those leading and managing the programme.

How IAPS Digital Academy can help

Individuals can be given immediate access to all the available courses to help them formulate an overall plan. Part of that plan can be to choose others to assist and then arrange for them to be able to monitor the requisite individual's and/or groups' progress via the web dashboard.

In addition to offering the flexibility to allocate the necessary courses to each group of staff, IDA includes a selection of literature in digital form which can be distributed and will help to inform, encourage and support members of staff and those managing the programme.

Leaders can download comprehensive data on engagement and completion, from the web dashboard. The analysed data can serve as evidence and help to inform next steps.

Access to the web dashboard can be arranged so that each manager can track progress. Armed with this detailed information they can both support and challenge their teams, and report to the SLT. The dashboard is easy to use, streamlined and insightful.

5 Propose total times for work required within the programme for different groups of staff. For example, the equivalent of five seven-hour days (35 hours) might be agreed. For those leading the programme, their leadership and management contribution would normally count towards their time spent, as this set of responsibilities is clearly professional learning.

6 Decide on whether specific days/times will be set aside for the programme, or if staff will manage their own time and be compensated with extra days of holiday.

7 Consider the forms of reward that may be offered to all members of staff (including leaders) for meritorious performance within the programme.

8 Plan launch events at different levels:

- How will fellow leaders be briefed?
- Will there be a whole school launch event?
- Will teams have their own 'gatherings'?
- Will sets of documentation be provided for the various groups?

9 How will progress across the year be monitored and reported on/back to for different groups?

- **Individual members of staff**
- **Middle/team leaders?**
- **SLT?**
- **Governors?**
- **ISI?**

10 Will you have any staged reporting/evaluation during the year to help ensure that the programme is on track and if not, modified as required?

At the beginning of each course, learners will be given an expected time of study. This information can help line managers manage development programmes and workloads.

On average, each IDA course takes two hours to complete, however duration varies depending on the nature, level, complexity and length of the course.

IDA automatically rewards learners with digital credentials (a badge and certificate) on completion of each course. Institutions will also receive certificates based on their:

- › commitment to offering staff high quality professional development opportunities
- › total number of course completions by the whole staff.

IDA includes a selection of literature in digital form to support your programme. This support can assist with briefings, launches and continuing assistance.

IDA offers on-demand reporting and tracking features, which line managers can share with the individual members of their team and the SLT. The SLT can then use compiled data to report to governors and others (including inspectors).

The web dashboard is updated every few minutes and reports can be downloaded on demand. This means that mid-year assessments of progress are simple and quick to make; helping inform interventions.

Looking forward - What next?

Detailed evaluation of the programme and its various elements will help to assess:

- › What has been successful?
- › What has not been successful?
- › Who and what has contributed to success or its lack?
- › Who might write about or present on their approach to help others?
- › How the whole programme and elements within it might be modified?
- › Do timings need to be altered?
- › Does the balance between types of activity need to be changed?
- › Would changing incentives improve commitment and outcomes?
- › Does supervision need to be stepped up?

The detailed progress data that comes in various levels (individual to institutional), forms and presentations can make considerable contributions to answering many of these questions.

**Armed with this information,
planning for the next year
should be easier, quicker
and more effective.**

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