Professional Development

Quality Mark Framework

The aim of this framework is to support the professional development of all school leaders in educational organisations by:

- offering a framework to develop and improve the strategic leadership of professional development;
- supporting organisations to offer high quality professional development opportunities which have an impact on teaching, learning and well-being
- supporting the agenda on standards and workforce development

This Quality Mark framework can be used effectively by both new and established professional development leaders as an audit tool to personalise their own standards on professional development or to seek external verification.

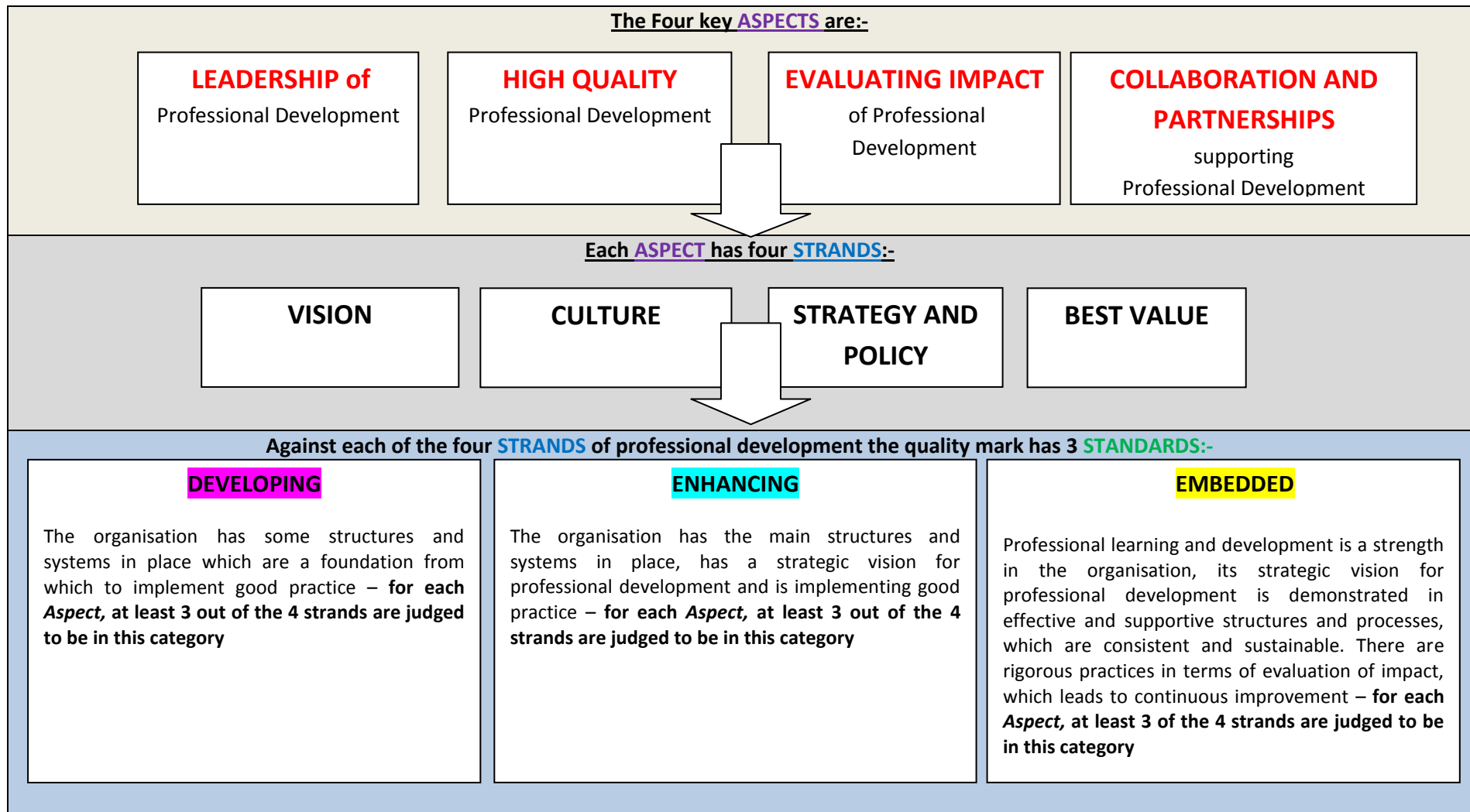| **Contents** |
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| Please contact PDQualityMark@ioe.ac.uk, tel: 0207 911 5365 for further information including registering your interest in achieving the award. |

The Quality Mark Framework – The Structure

The Four key ASPECTS are:-

LEADERSHIP of Professional Development	HIGH QUALITY Professional Development	EVALUATING IMPACT of Professional Development	COLLABORATION AND PARTNERSHIPS supporting Professional Development

Each ASPECT has four STRANDS:-

VISION	CULTURE	STRATEGY AND POLICY	BEST VALUE

Against each of the four STRANDS of professional development the quality mark has 3 STANDARDS:-

DEVELOPING	ENHANCING	EMBEDDED
The organisation has some structures and systems in place which are a foundation from which to implement good practice – **for each *Aspect*, at least 3 out of the 4 strands are judged to be in this category**	The organisation has the main structures and systems in place, has a strategic vision for professional development and is implementing good practice – **for each *Aspect*, at least 3 out of the 4 strands are judged to be in this category**	Professional learning and development is a strength in the organisation, its strategic vision for professional development is demonstrated in effective and supportive structures and processes, which are consistent and sustainable. There are rigorous practices in terms of evaluation of impact, which leads to continuous improvement – **for each *Aspect*, at least 3 of the 4 strands are judged to be in this category**

Leadership of Professional Development

	DEVELOPING	ENHANCING	EMBEDDED	SOME EXAMPLES OF EVIDENCE
Vision	The PD leader and senior leadership team have a vision for PD which is linked to performance management, improvement planning and priorities.	The vision for PD is shared with all staff. There is a collective understanding that successful PD links to better outcomes for CYP and stakeholders.	The shared vision for PD is to continuously improve as a learning organisation by maximising the potential of CYP and stakeholders.	• The governing body ensures there is a senior leader responsible for PD with a clear strategic remit • Leaders at all levels ensure that staff are clear about the purpose of PD activities undertaken and how this relates to student outcomes • There are short, medium and long term plans for PD - aligned to improvement priorities using a variety of ambitious and innovative approaches
Culture	Each member of staff, supported by their team leader, engages in PD activity linked to individual, team and organisational priorities.	Individual staff, supported by leaders at all levels, view and experience PD as an on-going, embedded process offering diverse learning opportunities to all staff.	There is an explicit commitment to the distributed leadership of PD. The organisation recognises itself as a learning community deliberately seeking innovative PD practices involving the whole community and acknowledges the risks that innovation can bring.	• Individual development priorities are linked to performance management and organisation priorities • There is a strong culture of coaching and peer support • PD leader and other relevant staff have worked on the National College unit Strategic Leadership of PD • PD is promoted through collaboration within the organisation and partnerships with other organisations • Active development of student voice to inform PD priorities
Strategy and Policy	Up to date and relevant policies support induction, PD, performance management and Chartered London Teacher (CLT) status. Professional, Occupational and CLT standards inform PM and PD needs to meet key statutory requirements.	Policies for PD, PM and induction are linked to organisational priorities. Teachers are supported to register for and gain CLT status. Strategies are in place to support the needs of diverse groups of staff. Link governors offer challenge and support to PD leader in terms of the PD planned and evaluated.	The long term PD strategy to build the capacity of the staff is informed by the PM process, links individual, team and organisational needs and achieves improvement priorities.	• The GB receives an annual report regarding PD policy and offer • Procedures for induction (including NQTs) are in place • Procedures for professional development of staff re. child protection /safeguarding are in place • Governors consider how PD plans and activity relate to organisational priorities, support CYP progress and meet professional aspirations • PM objectives relate to CYP progress, organisational priorities, and professional aspirations • Job descriptions / professional / occupational / CLT standards are linked to PM • Succession planning identifies shadow staffing structures matched to medium and long term organisational priorities • PD offer encompasses the needs of the organisation, teams and individuals • A nominated Governor works closely with the PD leader to develop the GB development offer, to provide challenge and drive school improvement
Best Value	The PD leader devises a PD programme prioritising the available resources against the organisational priorities and the needs of the staff.	The PD leader evaluates the benefits of PD resources, and ensures the resultant findings are shared within the organisation.	The PD leader works collaboratively to share learning and resources to make effective use of expertise across partnerships. The governing body benchmarks the performance of the organisation against other organisations and actively promotes partnership and innovative approaches.	• PD resources are allocated appropriately • Best value principles are built into the PD process • The PD leader is proactively involved in networks and develops PD programmes with a variety of partners

High Quality Professional Development

	DEVELOPING	ENHANCING	EMBEDDED	SOME EXAMPLES OF EVIDENCE
Vision	The PD offer aims to meet the needs of individuals, teams and the organisation.	Individuals take responsibility for their learning and understand that PD activity has an impact on children and young people's achievement and organisational improvement.	The organisation leads and sustains its own improvement by identifying, implementing and sharing evidence based PD practice with a variety of partners.	• There is a range of PD opportunities for the whole school workforce • The GB minutes and reports demonstrate an awareness of the PD programme • There is a wide range of PD opportunities which relate directly to individual, team and organisational improvement and self evaluation • Staff engage in PD that supports the improvement of teaching and learning within their organisation and other partnerships
Culture	Opportunities for career and PD are linked to professional, occupational and CLT standards.	There is a collective understanding as to what effective PD looks like. Staff are encouraged to identify and seek quality opportunities for their own learning.	The organisational culture sees everyone as a learner and offers a range of personalised PD activity. Staff reflect on their own practice and have a desire to engage in PD and share the impact of their learning with colleagues.	• All staff have individual learning plans based on performance management objectives • Staff recognise that activities such as team meetings and other collaborative activities are PD learning opportunities • Action research and learning are recognised or accredited e.g. Chartered London Teacher status, MA programmes, TLA • Structures are in place to support sharing of internal expertise. • PD for the GB supports them to fulfil their statutory responsibilities and to support and challenge the organisation
Strategy and Policy	The organisation's leadership team allocates PD time to meet the organisational priorities and to support recruitment, retention, succession planning and the needs of diverse groups of staff, children, young people and stakeholders.	The school allocates PD time flexibly and imaginatively in support of individual, team and organisational needs, including succession planning and the needs of diverse groups of staff CYP and stakeholders.	The PD offer is personalised according to needs of individuals, teams and groups of staff. There is a blend of strong internal provision and external opportunities to meet differing needs and learning styles. The offer is reviewed, adapted and evaluated regularly.	• The majority of staff experience similar PD activity with personalisation for statutory groups i.e. NQTs • PD activities for a range of needs are promoted for the academic year • Governors attend relevant organisational PD sessions • Time is allocated to share expertise and to personalise learning provision • Reflective and innovative approaches are put in practice incorporating learning styles, pupil voice, coaching and mentoring, peer observation and research and enquiry to achieve improvement priorities
Best Value	PD activity addresses the priorities of the organisation and the resource implications are considered.	PD activities are planned in advance taking into account time and resources.	PD offer demonstrates that options were researched for effectiveness using best value principles.	• PD resources aligned to organisational priorities • There is an annual PD plan highlighting the activities and the resources • PD planning demonstrates that a range of options have been considered to inform the PD programme

Evaluating Impact of Professional Development

	DEVELOPING	ENHANCING	EMBEDDED	SOME EXAMPLES OF EVIDENCE
Vision	The organisation understands that PD should have an impact on teaching and learning and recognise the importance of evaluating the impact of PD activity.	PD activity is planned and designed to have an impact on individual, team and organisational improvement.	Organisational improvement is supported by reflection, evaluation and analysis of the impact of PD.	• Relevant policies articulate the importance of evaluating the impact of PD • PD activity is linked to organisational priorities and development plans • Evaluations of PD make the links between impact on improved practice and student learning and experience
Culture	Staff are aware that impact evaluation can contribute to organisational improvement and development as a learning community.	Leaders at all levels support and empower colleagues to choose relevant PD activity and to reflect and evaluate its impact.	Individuals are reflective practitioners and articulate the way in which engagement in PD has led to improved practice.	• Staff articulate the organisation's culture as a learning community • Evaluation and feedback has increased the range of relevant, personalised PD activity • Reflective evaluation has led to improved practice
Strategy and Policy	Reflection and feedback occurs after engaging in PD activity.	Clear aims and anticipated impact are identified before engaging in PD activity, impact is evaluated through the PM process and informs the development and evaluation framework.	Evaluation of the impact of PD is a planned, structured process using a variety of evaluation methods as determined at the planning stage of the PD activity. The governing body uses the evaluation findings to identify effective practice and inform actions to support the strategic leadership of PD.	• Evaluation methods capture immediate reactions and feedback • Policies make explicit reference to how impact is evaluated • Aims and anticipated impact are identified for PD activity • Impact of PD evaluated through PM process • Governing body reports and minutes demonstrate discussions on the value of PD for school improvement and well-being • A range of robust evaluation methods are used • Evaluations of the impact of PD demonstrate reflection and feedback from CYP and relevant stakeholders • The governing body evaluates the PD programme and makes recommendations for improvement
Best Value	Quality and effectiveness of PD activity is monitored and evaluated through feedback following PD activity using qualitative and quantitative evidence.	The impact of PD is evaluated through a range of methods and sources of evidence. The findings are shared within the organisation to inform future allocation of resources.	Evidence based PD practice leads to organisational improvement. The evidence is shared and compared with other organisations.	• The organisation collates evaluation and feedback evidence • Impact findings are used to review and plan PD activity to inform SEF, future PD priorities • Internal expertise and evidence based practice from other partners support PD plans and activity

COLLABORATION AND PARTNERSHIPS Supporting Professional Development

	DEVELOPING	ENHANCING	EMBEDDED	SOME EXAMPLES OF EVIDENCE
Vision	The organisation works with partners on PD activity.	A variety of partners engage in shared PD opportunities with a common vision to improve outcomes for CYP and stakeholders.	The organisation is part of networks which share PD expertise and resources to support organisational improvement.	• The organisation opens its PD activities to others and invites staff to work on specific partnership projects • PD activities are designed and delivered in partnership with other organisations • Shared leadership, expertise and resources of PD programmes
Culture	The organisation is open to new approaches to PD partnerships and has started to consider how it can benefit from collaborative learning opportunities.	The organisation explores innovative PD approaches emanating from local networks and clusters.	The organisation works in partnerships with agreed purposes and is committed to sharing PD successes and challenges for the benefit of the wider community.	• Consultation with staff and governing body on partnership approaches • Partnership working identified in development priorities • Specific resources are allocated to support collaborative PD activity • The organisation shares innovative PD practice with a wide network of organisations • Successful PD partnership is celebrated with the wider community
Strategy and Policy	The organisation offers PD activity which draws on expertise and resources available from national, regional and local organisations including those unique to London.	Through PD activity the organisation works in partnership to build the individual, team and organisational capacity to achieve specific development priorities.	Collaborative PD planning and activity drives integrated support for CYP and stakeholders across the partnership.	• PD programme includes a diverse range of partners and providers • Planned, partnership PD activity reported and reviewed by GB • Collaborative activities are based on clear criteria and informed by development priorities • Purposes and arrangements for sharing expertise and pooled resources are agreed across the partnership • GB involvement in evaluating impact of PD partnership guides policy and future action
Best Value	The organisation demonstrates the resource benefits of PD planned and implemented within a partnership.	Resources for partnership work are linked to expected organisational improvement outcomes, priorities and risks.	Partnership activities demonstrate added value and clearly achieve expected aims and outcomes.	• The organisation can demonstrate that there is added value of working in partnership through reports to Governing body • Business and or other strategic plans e.g. School Improvement Plan demonstrate that partnership working is linked to improvement priorities • The value of PD offered through partnership working is articulated using qualitative and quantitative impact measures

Self-Evaluation and Action Planning Template

[E-template version will be provided for those organisations wishing to seek the Quality Mark Award]

LA area:	School / Organisation:	PD lead:
Date of assessment		

Leadership of professional development	**We have assessed this aspect to be (✓):**	**If self-assessment is either developing or enhancing what action will be taken to move to enhancing or embedded or maintain embedded standard?**
	Developing — **Enhancing** — **Embedded** **Evidence**	**Action:**

High Quality professional development	**We have assessed this aspect to be (✓):**	**If self-assessment is either developing or enhancing what action will be taken to move to enhancing or embedded or maintain embedded standard?**
	Developing — **Enhancing** — **Embedded** **Evidence**	**Action:**

Evaluating Impact of professional development	**We have assessed this aspect to be (✓):**	**If self-assessment is either developing or enhancing what action will be taken to move to enhancing or embedded or maintain embedded standard?**
	Developing — **Enhancing** — **Embedded** **Evidence**	**Action:**

Collaboration and partnerships supporting professional development	**We have assessed this aspect to be (✓):**	**If self-assessment is either developing or enhancing what action will be taken to move to enhancing or embedded or maintain embedded standard?**
	Developing — **Enhancing** — **Embedded** **Evidence**	**Action:**

Overall Assessment	**We have assessed our organisation to be (✓):**	**We intend to seek the Quality Mark Award (✓)**
	Developing — **Enhancing** — **Embedded**	**Yes** — **Date /round** **No**

The Verification Process – Outline for Organisations

SELF EVALUATION

The organisation reviews their practice using the Quality Mark framework.

SUBMIT SELF EVALUATION

The school/ organisation submit their self review as part of the Quality Mark Award process.

VERIFICATION PROCESS

1) **Pre-visit**
   a. **A quality assured verifier will be nominated to the school /organisation**
   b. **The verifier will consider the self-evaluation submitted and will contact the school /organisation to make appropriate arrangements for carrying out a verification visit.**

2) **Verification visit -** A verification visit (half day) is arranged which comprises of:

Brief meeting with the Head teacher (approximately 20 minutes)	Interview with PD leader
Interviews with other staff, including support staff, or school representatives (mutually agreed between the verifier and PD leader)	Reviewing evidence – paperwork sampling exercise

3) **Post visit -** The verifiers meet as an award panel to quality assure their recommendations and a final decision is made on the category of award achieved. The award certificate will be valid for 3 years.

AWARDS

BRONZE (DEVELOPING) AWARD ACHIEVED	SILVER (ENHANCING) AWARD ACHIEVED	GOLD (EMBEDDED) AWARD ACHIEVED
Good practice identified alongside key areas for school to gain **SILVER** (enhancing) award.	Good practice identified alongside areas of development highlighted for school to gain **GOLD** (embedded) award.	Good practice identified alongside action plan (areas of development for sustainability) for sharing good practice with other organisations as well as becoming future verifiers for other organisations.

Contributors and Acknowledgments

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Glossary of Terms

Organisation	Any Educational Organisation or Setting		**Stakeholders**	Everyone working in an educational organisation, Parents, Students, Wider Community, Local Authority, Governors, etc
CYP	Children and Young People		**Organisational improvement**	All priorities that individual organisations have e.g.: teaching and learning, Every Child Matters (ECM), well-being, Assessing Pupil Progress (APP) community cohesion, safeguarding, etc
PD	Professional Development		**CLT**	Chartered London Teacher
GB	Governing Body		**LA**	Local Authority
Best value	To secure continuous improvement, having regard to a combination of economy, efficiency and effectiveness to meet the needs of children and young people and the organisation's priorities		**NQT**	Newly Qualified Teacher
SEF	Self Evaluation Form		**PM**	Performance Management
ITT	Initial Teacher Training		**AST**	Advanced Skills Teacher
SDP	School Development Plan		**VFM**	Value for Money
ICT	Information and Communication Technology		**HLTA**	Higher Learning and Teaching Assistant