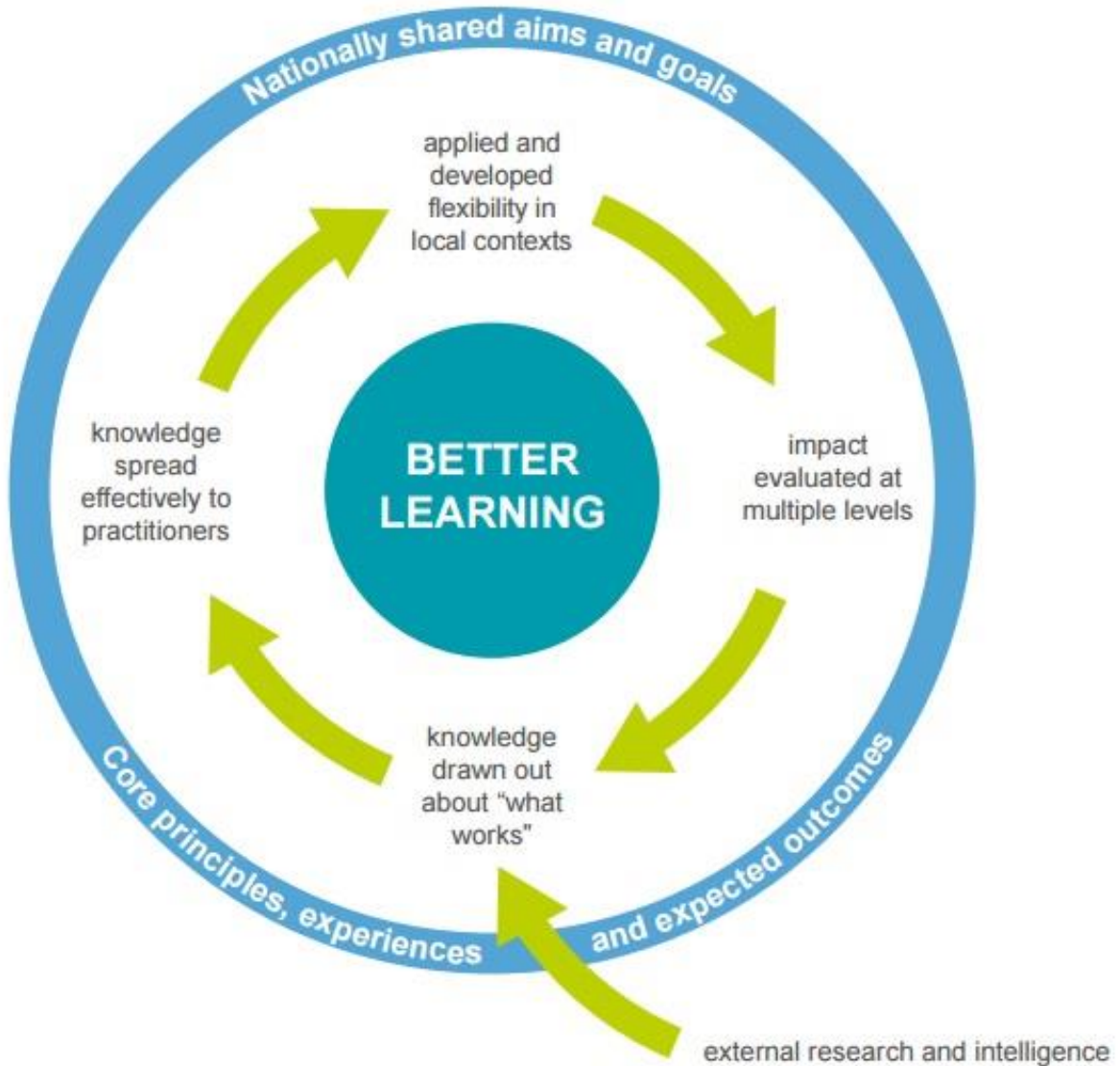


# Notre Dame High School



Continuous Lifelong Professional Learning Strategy – Session 2016/2017

August 2016

## Recognising and valuing staff

As a community of faith, we recognise and value the God given talents of all staff. We regard career long professional learning as a context for sharing these talents for the benefit of the pupils in our care. We aim to create a culture rooted in support of one another to identify what we can do better and celebrate what we do well.

## GTCS Standards, HGIOS4 and Developing in Faith

Our strategic view of how to best annually engage with the GTCS standards, HGIOS4 and Developing in Faith is to:

- identify four key GTCS professional actions that best address the aims of our current School Improvement Plan
- identify one theme and related actions from Developing in Faith to bring into focus the importance of our Catholic Ethos
- offer in house professional learning opportunities that relate directly to the key GTCS professional actions and Developing in Faith theme for the session
- respect the right of all staff to determine their own priorities but also offer sessions that align with the schools identified professional actions for the session
- align our improvement plan priorities with HGIOS4 challenge questions
- use these questions as part of the PRD process

## Annual PRD Process

In line with our professional responsibilities, each member of staff will engage in the annual PRD process in order to:

- understand the obligation to undertake 35 hours of professional learning each session
- understand that arranging a PRD meeting is the responsibility of each member of staff
- value preparation and self-evaluation as critical to the effectiveness of the process
- understand that the professional dialogue that takes place is a coaching opportunity involving both support and challenge
- create plans and records that are uploaded in line with local authority deadlines
- engage with and fulfil the requirements of Professional Update as stipulated by the GTCS

## Standard for Registration and Standard for Leadership and Management

We also recognise that for some staff their own focus may relate to the Standard for Registration or the Standard for Leadership and Management. With this in mind, we aim to:

- Identify four key GTCS professional actions that relate to the Standard for Leadership and Management as it relates to the school improvement plan
- Offer in house professional learning opportunities for all newly qualified teachers
- Offer in house professional learning opportunities for our Extended Leadership Team
- Offer in house leadership and shadowing opportunities for staff seeking promoted posts

## Professional Actions – 2016/2017

Our School Improvement Plan is at that heart of how we identify our individual and collective CLPL activities for the session. Departmental Improvement Plans should reflect the key themes of the School Improvement Plan.

For the 2016/17 session we have identified the following GTCS professional actions and Developing in Faith themes that form the basis of our strategic approach to Continuous Lifelong Professional Learning this session.

### Whole School Focus for staff engaging in Career Long Professional Learning

Key Area	Professional Actions	Improvement Plan Priority
Curriculum and Assessment GTCS - SCLPL	Lead and work with others to ensure effective practice in the assessment of learning, including a deep knowledge and understanding of the policies and practices of assessment as required by awarding bodies	1 Raising attainment and achievement, ensuring equity for all learners
Pedagogy, Learning and Subject Knowledge GTCS - SCLPL	Demonstrate a critical understanding of approaches to learning and teaching, pedagogy and practice	2 Provision of highly effective Learning and Teaching
Sustaining and Developing Professional Learning GTCS - SCLPL	Develop skills of rigorous and critical self-evaluation, reflection and enquiry including how to investigate and evidence impact on learners and professional practice	3 Approaches to Quality Assurance and Self-Evaluation
Celebrating and Worshipping Developing in Faith	Commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes	3 Approaches to Quality Assurance and Self-Evaluation
Educational Contexts and current debates in policy, education and practice GTCS - SCLPL	Deploy an enhanced understanding of pedagogy and how constructive relationships with learners can be developed	4 Continue to ensure equity through meeting learners' needs

## Whole school focus for staff engaging in Leadership and Management

Key Area	Professional Actions	Improvement Plan Priority
<p>Middle leaders evaluate the impact of professional learning on teachers' practice and understanding, in relation to outcomes for learners</p> <p>GTCS SLM</p>	<p>Plan and evaluate professional learning provision directly on its intended impact on learning, within their areas of responsibility</p>	<p>1</p> <p>Raising attainment and achievement, ensuring equity for all learners</p>
<p>Middle leaders establish and use strategies to identify individual and team professional learning needs to support the school's improvement agenda</p> <p>GTCS SLM</p>	<p>Provide systematic opportunities to enhance and refresh teachers' pedagogic practices, including assessment practices</p>	<p>2</p> <p>Provision of highly effective Learning and Teaching</p>
<p>Middle Leaders foster an ethos to support self-evaluation and plan specific opportunities for this to take place</p> <p>GTCS SLM</p>	<p>Work regularly with individual teachers to review teaching and learning approaches in the classroom</p>	<p>3</p> <p>Approaches to Quality Assurance and Self-Evaluation</p>
<p>Celebrating and Worshipping</p> <p>Developing in Faith</p>	<p>Commitment to the spiritual formation of the school community, through the shared experience of prayer and liturgy, and in partnership with local parishes</p>	<p>3</p> <p>Approaches to Quality Assurance and Self-Evaluation</p>
<p>Middle leaders establish and use systems to monitor the use of resources within their areas of responsibility</p> <p>GTCS SLM</p>	<p>Ensure efficient and effective use of resources to support the learning needs of all learners</p>	<p>4</p> <p>Continue to ensure equity through meeting learners' needs</p>

## PRD Professional Dialogue

There are four stages to the annual PRD process at Notre Dame High School.

- preparation
- meeting
- upload plan to CPD Manager
- upload record to CPD Manager

Completed plans for the session should not exist prior to preparation for and completion of annual PRD interviews. The deadline for upload and sign off of plans on CPD Manager has been extended to Tuesday 11<sup>th</sup> October 2016 to allow staff more time for reflection and preparation this session.

That would mean that all interviews need to take place between the finalisation of department Improvement Plans and the deadline, whilst also allowing for the time it will take for staff to upload their plan and for line managers to sign off each plan.

Records can be maintained on an ongoing basis or added in their entirety near the end of the session. All records should be uploaded and signed off by Friday 9<sup>th</sup> June 2017.

In preparation for PRD meetings, we recommend that each member of staff:

- reflect on the impact on learners that their CLPL activities had in the previous year
- reflect on how the impact of their CLPL activities can be measured
- read this year's School and Department Improvement Plans
- consider any other CLPL needs that may be relevant to your remit but are not part of the Improvement Plan, such as areas of personal interest within education
- use HGIOS4 challenge questions as a means of self-evaluation
- identify three key areas of focus
- create a plan for how the 35 contracted hours will be used across the year

In preparation for PRD meetings, we recommend that each line manager:

- share this year's departmental Improvement Plan with colleagues
- familiarise themselves with CLPL activities undertaken last session by colleagues with whom they will meet again this year
- reflect on the progress made by the department to overtake last year's aims
- analyse examination results over the last three years to identify trends as they relate to the department and individual staff, both in relation to strengths and areas for improvement
- encourage colleagues to share their thoughts prior to the PRD dialogue ensuring a strategic view of how to best implement the department improvement plan
- have a clear vision for faculty/department/pastoral priorities that can be shared during their own PRD interview

## Role of School Improvement Groups

School Improvement Groups afford staff the chance to engage in further CLPL activities as part of the working time agreement. While attendance at meetings does not count towards CLPL time, work arising from membership of a School Improvement group can count towards a teacher's 35-hour contractual obligation for engaging in CLPL activities. The same is true of INSET days, where attendance in and of itself is part of the working time agreement for the year rather than CLPL time.

There are seven School Improvement Groups this session:

<b>Group</b>	<b>Chair</b>	<b>GTCS Professional Actions</b>
Learning and Teaching	Mrs Martin	Set high expectations of the quality of teaching and learning across the team
Literacy	Mrs McGinley	Use assessment and progress data to inform and plan learning programmes
Numeracy	Mr Higgins	Use assessment and progress data to inform and plan learning programmes
Interdisciplinary Learning	Mr McColm	Ensure the principles of good curriculum design underpin all learning programmes
Health and Wellbeing	Mrs Loch	Provide opportunities for learners to evaluate their learning and progress
School Awards	Mrs Griffin	Recognise and encourage the wide and diverse range of partnerships which contribute to the learning, pastoral and emotional needs of all learners
Vision, Values and Aims	Leadership opportunity for staff	Work with the team to identify and articulate a shared vision, values, ethos and aims in relation to teaching and learning

### Leadership opportunities

This session there are a number of leadership opportunities available to staff as part of the CLPL strategy. These opportunities are open to all staff. Staff interested in taking on one of these roles should discuss this during their PRD meeting. It is possible that there may be more than one member of staff interested in the same role and there may be need to offer in house interviews or the opportunity to work together with a colleague.

### Lead a whole school working group

An opportunity exists to lead the Vision, Values and Aims review group. Following on from the work of the Curriculum Rationale group, this group aim to revise our Vision Values and Aims taking account of the changing profile of pupils attending our school and recent policy changes as they relate to HGIOS4, Developing in Faith and our revised Curriculum Rationale, Meeting Learner Needs and Learning and Teaching policies.

By the end of the 2016/17 session it is hoped that the group will have devised and shared an updated Vision, Values and Aims statement for the school.

### Learning for Sustainability Coordinator

Learning for sustainability includes Outdoor Learning, Eco-Schools, and the implementation of UN guidelines on 'Rights Respecting Schools'. The leader of this area of school life would have responsibility for determining our current position in each area, as well as the freedom to devise a strategy for further engagement that can then be shared with the SLT and wider staff body. Alternatively, you may like to lead one of the elements as part of a wider group.

### Digital Literacy Coordinator

As an increasing number of staff now use online collaboration tools such as OneNote and given that nearly all pupils use mobile devices, it is important to consider how we can best utilise these tools and ensure that staff are competent in their use of IT. Using the recommendations outlined in Education Scotland's technologies impact report titled 'Building Society – Young People's experience and outcomes in Technologies' our Digital Literacy Coordinator would lead in house training of staff around the use and application of tools like OneNote. They would also take responsibility for gathering the opinions of learners in relation to their perception of how we can use technology to enhance learning.

### Community and Parish Engagement Coordinator

The school use Twitter and a website to try to keep parents and carers informed of the wide range of activities that take place on a daily basis. Part of the community engagement coordinators role would be to take responsibility for twitter and the school website. Further links with local residents and parish communities would be another area of responsibility.

### STEM Coordinator

Careers in Science, Technology, Engineering and Mathematics are anticipated to offer the highest number of career opportunities for the young people in our care. Our STEM coordinator would look to collate evidence of all current STEM partnerships and their impact on learning while ensuring that STEM career opportunities were shared with learners.



## Shadowing

Some staff seeking a promoted post may wish to shadow colleagues during the year. It is important to consider some of the practical challenges that shadowing can bring. Staff are encouraged to be specific about the aspects of a remit that they would like to shadow. Staff are also encouraged to seek out shadowing opportunities that relate to strategic elements of a promoted post as opposed to operational elements. Shadowing opportunities generally relate to preparation for one of the following posts:

- PT Support for Learning
- PT Pastoral Care
- PT Faculty/Department
- Depute Head Teacher

Please speak to your line manager during your PRD meeting if this is of interest.

## Calendar of in-house provision

Once all plans for the 2016/2017 year are uploaded to CPD Manager, it is the responsibility of the CLPL coordinator to devise a calendar of in house sessions for staff. Where possible, these sessions should simultaneously utilise in house expertise and provide opportunities for staff to overtake the aims of their own plan for the session.

Prior to the completion of plans, the following sessions are on offer:

<b>Session</b>	<b>Date, Time and Place</b>	<b>Led by</b>	<b>Recommended for</b>
Learning and Teaching Policy and the 'Learning Path'	Thursday 1 <sup>st</sup> September 2016  3.50pm – 4.30pm  G010	Mr Kane and Mr Hegarty	New staff and those wishing to refresh their understanding of our Learning and Teaching policy and use of the Learning Path
Adding a plan using CPD Manager	Thursday 29 <sup>th</sup> September 2016  3.50pm – 4.30pm  F107	Mr Kane	Staff new to CPD Manager or who would like support when creating their plan on CPD Manager

A full schedule of in house sessions offered between November and March will be released to all staff during the week beginning 31<sup>st</sup> October. Any other sessions taking place before then will be communicated to staff via email. It is anticipated that there will be a session on HGIOS4 before the October break.

## HGIOS4 and Developing in Faith Challenge Questions

Part of the HGIOS4 framework includes sample challenge questions that schools are encouraged to utilise as part of ongoing self-evaluation and reflective practice. As we move through the academic year, a range of questions will be relevant to different staff at different times.

One challenge question has been highlighted as particularly pertinent to each of our school improvement plan priorities.

<b>Improvement Plan Priorities</b>	<b>HGIOS4 Challenge Questions</b>
Raising attainment and achievement, ensuring equity for all learners	How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?
Provision of highly effective Learning and Teaching	How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other?  How well do our questioning strategies enhance the learners' experience and enable higher order thinking skills?
Approaches to Quality Assurance and Self-Evaluation	How well have we identified our whole-school, departmental and individual strengths and areas for improvement through self-evaluation?
Continue to ensure equity through meeting learners' needs	How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
<b>Improvement Plan Priority</b>	<b>Developing in Faith Questions</b>
Approaches to Quality Assurance and Self-Evaluation	To what extent do we organise Catholic Education Week activities in partnership with our parishes?  How proactive are we in developing links with parishes?

Each school improvement group will focus on one or two key questions that relate to their plan for the session, including some questions not listed above. Similarly, staff undertaking any of the leadership opportunities on offer this session will be encouraged to use challenge questions as a starting point for the creation of their strategy.

### Supporting Newly Qualified Teachers and Students

This session there are no newly qualified teachers at Notre Dame. In future sessions we would devise a specific programme of in house professional learning opportunities which would be co-ordinated by Mrs Loch and Mr Kane.

Mrs Stewart has responsibility for assisting student teachers during their time with us. Mrs Stewart will continue to devise short term professional learning opportunities for student teachers during their time with us.

## Further Support and Professional Reading

Within the NDHS Teaching Staff group on Glow there is a CLPL folder. There are three subfolders containing the following information and guidance.

### CPD Manager and Policy

Within this folder staff can find guidance produced by Education Scotland, Glasgow City Council and the Local Negotiating Committee for Teachers that outline the various policy positions as they relate to career long professional learning.

There are also guides that can be used to assist staff as they create plans and records using CPD Manager.

### GTCS Standards

Within this folder the GTCS standard documents for full registration, career long professional learning and leadership and management can be found. There are also GTCS documents about the Professional Update process.

### Professional Reading

Within this folder there are digital copies of the following documents, all relating to aspects of our school improvement plan as well as priorities in Scottish education at local and national level.

Amazing Things – A guide to Youth Awards in Scotland	Better Eating, Better Learning
Better Relationships, Better Learning, Better Behaviour	Building the Curriculum: Series 1 – Series 5 (Inclusive)
Career Education Scotland	CfE Briefing papers
Children and Young People Scotland Act	SCES Companions on the Journey
SCES Developing in Faith	Developing Skills – A guide (Keir Bloomer and Chris McIlroy)
Developing the Young Workforce	Developing the Young Workforce (2016/17 Milestones)
Education Working for All	Engaging with families
Evidence of good practice in supporting bilingual learners	GIRFEC 2016 Summary
Health and Wellbeing – Making the links, making it work	HGIOS4
How good is our culture and sport	National guidance for child protection in Scotland
National parenting strategy	OECD – Improving Schools in Scotland
Parents as partners in their children’s learning	Planning outdoor learning
Promoting diversity and equality	RME - Education Scotland Impact review
Scottish government – National Improvement Framework	Teaching Scotland’s Future – Donaldson report
Technologies – Education Scotland Impact review	UN convention on the rights of the child

For any further support in relation to any aspect of career long professional learning please speak to Mr Kane.