



The Societas Trust

Professional Learning and Development Framework

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Reviewed and Agreed by	The Directors' Board on 9 th December 2021
Originally Adopted on	Spring 2021
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Next Review Date	Autumn 2022



Professional Learning and Development Framework

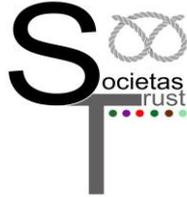
This document sets out a framework for professional learning and development and continuous professional development (CPD) for the Societas Trust. It complements the emphasis on pedagogy that the Trust is developing.

Teaching is a complex activity, and all who work with or who are associated with the Societas Trust are part of the network that makes teaching successful for our learners and communities. The Trust recognises that bringing about substantive change is a complex task and so time and resources will be appropriately prioritised and competing demands reduced to minimise any fragmentation of effort.

The Societas Trust's ethos looks beyond the idea that 'CPD equals inset' or that 'going on a course' necessarily enables a sustained change in practice. We are of the view that professional learning and development is a continual process. 'Professional development has taken on connotations of delivery of some kind of information to teachers in order to influence their practice, whereas professional learning implied an internal process in which individuals create professional knowledge through interaction with this information in a way that challenges previous assumptions and creates new meanings...Professional learning requires teachers to be seriously engaged in their learning whereas professional development is often seen as merely participation' Timperley¹ 2011: 4-5

The Trust is proud to contribute to the development of all staff both so that they can thrive within Societas but also so as to make an informed contribution to the wider education community as appropriate. We are aware that this approach has resource and organisational implications and so this framework is a source of guidance that colleagues can draw upon to inform and justify their judgements and decisions. This document captures the Trust's principles and ethos. Schools are individually responsible for their own

¹ Timperley, H. (2011). *Realizing the Power of Professional Learning*. Open University Press



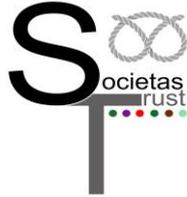
operational details. This work will additionally be informed by the statutory regulations and advisory support. Currently these include:

- The Teachers' Standards (2012)
- The Headteachers' Standards (2015)
- Standards for Teaching Assistants (2014)
- Standard for Teachers' Professional Development (July 2016)

The Trust's framework is based on the premise that professional learning and development is a key driver to improving and enriching the outcomes of our children, staff and the wider community. The Trust is committed to fostering a positive climate for professional learning and development. We believe that a coherent and progressive opportunity to develop professionally and personally both raises morale and supports recruitment and retention thus enabling a thriving educational community.

Principles

- All staff, teaching, support staff and governors shall have an entitlement to equal access to high quality induction, professional learning and professional development.
- All members of the Societas Trust community will have opportunities through professional learning conversations to discuss their learning and development needs on an annual basis.
- The Trust recognises the importance of teacher's subject knowledge and the importance of strong theoretical frameworks that provide a basis for principled changes to practice in response to improving pupils' learning and achievement.
- The Trust acknowledges that at different career stages, different balances of professional learning may be appropriate. Each school is responsible for articulating a recruitment to retirement offer, drawing on the Trust's ethos.
- The learning process should include purposeful evaluation. It is important that there is evidence that the professional learning is having the impact that was hoped for. If not a different change is needed.



- Professional learning and development are most effective when senior leaders lead by example in promoting and engaging with learning and development opportunities.
- Evidence (from the Teacher Development Trust) suggests that colleagues are far more likely to succeed in developing their role/ practice if they work with other colleagues. Therefore time needs to be planned for the professional learning and development to be shared with other colleagues including senior leaders.
- Opportunities will be underpinned by expertise, will respect cultural diversity and will be audited for their value

In Societas, effective professional learning and development will have the following **characteristics:**

- Clarity of purpose which will be established by the participant and their senior leader prior to the professional learning activity
- Goals and evaluation timescales will be established
- There will be a focus on how the activity is ambitious to impact positively on pupils' experiences and achievements
- Participants will be supported in 'owning' the professional learning opportunity rather than feeling 'done to'.
- Professional learning is collaborative and based on Timperley's ten principles as recognised by UNESCO.(see appendix 1)
- All professional learning will be evaluated for its impact.
- Participants will be expected and given time to disseminate their professional learning
- Recognition for professional learning will be planned in to professional learning conversations and where and when appropriate accreditation will be celebrated.



Types of Professional Learning and Development

There needs to be a balance between professional learning and development that is enabled within the Trust and for the Trust and the use of external resources. If everything is kept within the Trust then it could be a case of re-cycling ideas and missing out on valid interventions. Too much from beyond the Trust, will not allow time for developments to embed and be appropriately evaluated. The following list is intended to be illustrative rather than exhaustive. All learning should relate back to the premise as to how these opportunities relate to a learning need that has been identified through the assessment of pupils' learning.

- Networking and working across the Trust
- Learning activities that relate to the Chartered College of Teaching Accreditation that support an identified learning need.
- Learning that relates to the National College of Teaching and Leadership qualifications and accreditation, including SLT, LLE and NLE recognition in addition to NPQs
- Learning activities that relate to the Pedagogy Working Group, Teaching School Alliance or KNSPS programmes
- Participation in a course or conference
- Subject-based activities including involvement with professional bodies and associations
- Membership of a school / Trust development group and the associated development and research work that this entails
- Developing Trust / School policies
- Collaborative teaching opportunities e.g. Lesson Study
- Collaborative work across a number of schools in relation to an identified need
- Lesson observations and analysis
- Professional reading and research
- Mentoring / supporting colleagues or beginning teachers



- Curriculum Planning and development
- Leadership and management opportunities
- Secondments
- Working with others, including as part of inter-agency teams
- Working with parents / carers.

How to use this Framework

Schools will each have their own approach. These could include, for example;

- Auditing their current policy and provision against this framework
- Sharing the framework with governors for an informed discussion about priorities within the school
- Developing a recruitment to retirement offer, using Appendix 2 as a starting point
- Using the framework for a staff discussion.

Evaluating Impact and Disseminating Effective (Evaluated) Practice

During and following the professional learning or development opportunity the participant will discuss with their appointed colleague, their reflections, evaluations and opportunities to disseminate with other staff and colleagues within the Trust. The timings of this expectation will depend on the professional learning engaged with. For some activities this could be within a year, for others it could be over an extended timeframe.

The Trust will develop mechanisms through its boards and working groups to review annually whether any aspects of the professional learning and development opportunities do not represent value for money and make appropriate recommendations.



Appendix 1

Helen Timperley's 10 principles adapted from UNESCO Booklet
(http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_18.pdf)

1. Focus on valued pupil outcomes – the cycle of professional learning and knowledge building begins with a question about how best to enable pupil learning
2. Teachers need to be able to answer the question 'What knowledge and skills do we as teachers need to help learners bridge the gap between current understanding and valued progress?'
3. Teaching is a complex activity in which moment by moment decisions are shaped by teachers' beliefs and theories about what it means to be effective. Theoretical understandings give coherence to these decisions.
4. If pupil progress, professional learning and worthwhile content are to be aligned, the assessment of pupils' current achievements and gaps are the best starting point for prioritising professional learning.
5. Multiple opportunities should be provided for teachers to learn and practice new knowledge and skills in school environments that are characterised by trust and challenge
6. Adaptability with rigour are key attributes. Context matters and so there needs to be recognition of this. One size does not always fit all.
7. Teachers benefit from opportunities to process new knowledge with colleagues
8. Teachers subject knowledge and their pedagogic content knowledge is key , and this takes time to develop.
9. Leaders are responsible for managing and organising ongoing productive opportunities for professional learning, even when external experts are involved.



10. Meaningful evaluation is essential and again takes time. Once the experts withdraw, teachers need to be able to determine for themselves, the effectiveness of their actions.



Appendix 2

Role	Possible professional learning / development opportunities	Notes
ECT Year (Year 1)		
ECT (Years 2 and 3)		
Induction for staff new to the School / Trust		
Teacher Educator		
SENCo		
Class Teacher		
Middle Leaders		
Lead Practitioners		
SLEs		
LLEs / NLEs		
Senior Leaders		
Finance Staff		
Administrative Staff		
Premises Managers		
Teaching Assistants / HLTs / Specialist support Tutors		
HLTAs		
Governors		
NLGs		
CEO		
Parents and Carers		



Appendix 3

Training Agreement – The Societas Trust (“The Trust”)

The Trust holds CPD at the heart of school improvement and sustainability. Therefore all employees are encouraged to actively engage in CPD too.

Introduction

Where an employee wishes to embark on further training for the purpose of their own continued professional development, and the Trust commits to supporting such training, both parties agree to do so under the terms of this Training Agreement (“the Agreement”).

The Agreement applies to:

- 1 the Trust funding all or part of the costs or fees for a particular course
- 2 the Trust allowing paid time off during normal working hours to attend training

Purpose

The purpose of the Agreement is to encourage and enable employees to continue to develop in their profession. The Agreement also ensures the Trust’s financial investment into such development is protected.

The Agreement, must be read and signed by all parties prior to the training commencing.

I, _____ (Name of Employee)

Based at _____ Academy

Wish to apply for funding to complete:

_____ (Insert course/training session etc.)

Start date: _____; Completion Date: _____

Wish (also) to apply for paid time off during my normal working hours to complete:

(Insert course/training session etc.)

Start date _____; Completion Date: _____



The amount of funding I wish to request is as follows:

Training/Resources for which funding is requested	Cost (exc. VAT)
Cost of training (e.g. costs of course or qualification)	
Paid time off (X no' of hours or days for X no' of weeks per year X hourly rate)	
Total Cost	

Please state how the training will benefit the Academy and/or the Trust and how you intend to implement the learning into your role in the Trust:

By requesting the above funding I agree:

1. If I, _____ (insert name) take on the training that I agree to remain in the employment of the Trust for a minimum period of two years following completion of the course and confirmation of success (i.e. qualification certificate).
2. That if either party terminates my Contract of Employment, for any reason* (other than compulsory redundancy), before the expiry of the said minimum period of two years, or I fail to complete the training, I agree to repay to the Trust as follows:

If my employment ends within 6 months of the date of qualification 100% of the total training costs incurred by the Trust in full (exc. VAT) and to repay the Trust the equivalent value of the net salary I have received for paid time off to complete the training (as stated above).

If my employment ends within 6 months (plus 1 day) to 12 months of the date of qualification
75% of the total training costs incurred by the Trust in full (exc. VAT) and to repay the Trust the equivalent value of the net salary I have received for paid time off to complete the training (as stated above).

If my employment ends within 12 months (plus 1 day) to 18 months of the date of qualification
50% of the total training costs incurred by the Trust in full (exc. VAT) and to repay the Trust the equivalent value of the net salary I have received for paid time off to complete the training (as stated above).



If my employment ends within 18 months (plus 1 day) to 24 months of the date of qualification
25% of the total training costs incurred by the Trust in full (exc. VAT) and to repay the Trust the equivalent value of the net salary I have received for paid time off to complete the training (as stated above).

3. That I specifically agree and consent to the Trust making the appropriate deduction from my wages, which would otherwise be due and payable to me, of the appropriate proportion of training costs due and repayable to the Trust under this agreement.

** By way of misconduct, capability, illegality or some other substantial reason where the employee is dismissed by the Trust.*

Signed _____
(insert name)

Amount of funding approved _____

Amount of paid time off approved _____

Approved by _____

Print Name _____

Position in the Trust _____