

Artsmark self-assessment framework resource: 6: CPD

Offer staff development opportunities

Definition: The setting can provide evidence of a clear commitment to CPD across the breadth of arts and culture for all members of staff, and has allocated appropriate resources for this.

Silver: The setting can provide evidence of regular in-house opportunities for sharing and developing good practice in educators' knowledge, skills and understanding of arts and cultural education.

Gold: The setting can provide evidence that they have worked with professional artists and organisations to develop educators' knowledge, skills and understanding of delivering high-quality arts and cultural education, collaborating to produce quality teaching resources, and this is having measurable effects on the quality of provision.

Platinum: The setting showcases high-quality teaching of arts and culture by offering CPD opportunities to other settings and sharing resources over time.
Key staff support, develop and lead CPD beyond the setting, and can provide evidence of the difference this is making.

In our experience, Artsmark schools find many creative ways to deliver CPD, even when the arts budget is limited. Shaping the programme may be responsive or strategic; the evaluation of its long-term impact may not be systematic.

When considering the overview and the indicators for each Artsmark level, don't overlook the headline:

Offer staff development opportunities

How are you doing this in your school? Consider also key points from the indicators above:

- » regular opportunities
- » in-house
- » sharing practice
- » knowledge, skills and understanding
- » high quality
- » resources
- » measurable effects
- » CPD opportunities offered to other settings
- » EVIDENCE

Use these to audit current offer and plan for the future.

Useful information

A New Direction's Teachers' Toolkit includes a section on CPD. You can download it for free

www.anewdirection.org.uk/asset/3947/view

Many Artsmark Partners and other arts organisations offer CPD to schools. You can find information about their offer on Look Up

www.anewdirection.org.uk/lookup

A New Direction also offers a programme of free creative INSET sessions, led by selected Artsmark Partner organisations and hosted by cultural venues across London.

www.anewdirection.org.uk/what-we-do/schools

Arts Council England's Seven Quality Principles can help you to frame your responses when writing your Artsmark paperwork.

www.anewdirection.org.uk/asset/3803/view

The resource Evaluating Impact also has a useful section about evaluating CPD.

www.anewdirection.org.uk/asset/3966/view

Activities & questions

You can work through each one of these points taken from the self-assessment framework indicators or you can select those that are relevant and/or challenging. They would be useful when drafting either your Statement of Commitment or Statement of Impact.

Regular opportunities & sharing practice

Think back over the last academic year (or two if you can). Make a list or map of all the arts CPD opportunities that were offered.

- » When did they take place? (time of day, time of year, frequency)
- » Where did they take place?
- » Who took part?
- » Who led the sessions?
- » What were the objectives for each session?
- » How did you evaluate the sessions (a) straight after the sessions (b) at intervals afterwards? (Did you have a baseline from which to gauge value over time?)
- » What were the main benefits? Who were the main beneficiaries?
- » What could have been better?

Can you discern an overall pattern or strategy from your list of opportunities and the answers to the questions above?

- » How did you plan the programme?
- » How did you select the content and leader for each session?
- » Is the programme needs-driven, flexible?

Knowledge, skills and understanding

Looking back at your list of opportunities, use different colours to highlight outcomes:

- » Skills
- » Subject knowledge/understanding
- » Inspiration
- » Confidence
- » Creation of resources
- » Other (specify)

High quality

Consider how you assure quality in your CPD programme.

- » Are you working with external partners to deliver CPD? How are they selected?
- » List your '5 top tips for quality CPD' that you could share with others.
- » How is quality assurance built into your evaluation framework?

Resources

List any resources that have been created as a result of your CPD programme

e.g. Lesson plans/schemes of work
Website resources
Environments, objects, images
How-to guides

- » Who used the resources?
- » How do you know?
- » Were they reviewed or edited?
- » Were they shared outside your setting?

Measurable effects

List the ways you measure the impact of your CPD

e.g. Feedback, surveys, evaluation sheets (from participants and session leaders)
Observations, interviews, meetings
Work scrutiny
Outputs: resources, displays,
Student engagement
Staff engagement, follow-on activity

- » What do you notice?
- » Is this evaluation built into your planning?
- » What evidence did you draw on and where did you find it?

CPD opportunities offered to other settings

List all the CPD you have offered to other settings and organisations, including

Face to face sessions
Learning walks, observations, open events
Resources
Web content, galleries, podcasts
Contribution to events: teachmeets, conferences, local forums

- » How did you identify the need/opportunity?

- » What practical steps were needed?
- » What feedback have you received from other parties? How did you seek it? What did you do with it?
- » What CPD would you most like to receive from another setting or organisation?

Next steps for your Artsmark journey

- » Initiating a CPD Needs analysis
- » Mapping your CPD provision or plan against the seven quality principles
- » Drafting your Artsmark documents using strong examples from the activities above
- » Working with another setting or settings to extend opportunities in your school(s)
- » Working with an Artsmark Partner organisation to develop a CPD programme
- » Creating a longer-term plan for CPD in the arts
- » Offering a teachmeet or activity for other settings
- » Writing a blog for a publication, newsletter or A New Direction!
- » Creating a 10 top tips for CPD in the arts resource