

Developing a staff training programme during restructuring

Contents Is there advice on staff development during a restructure? We relay advice from an associate education expert who stresses the value of involving all staff and relating training to the school's own context. We also link to guidance on continuing professional development (CPD) and an Ofsted report.

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CPD during restructuring – expert advice

A school leader asked for advice on putting in place a suitable staff development programme for teaching and support staff during a period of restructuring, which will affect some colleagues' roles and responsibilities.

We consulted one of our associate education experts, Andrea Charman, who said the first question for the school to consider is why it is doing the training and development. It needs to be clear about its overall aims and what it wants to get out of the training and development programme, at individual, team and whole-school levels.

Get everyone involved

Andrea said that restructuring can be a good opportunity for continuing professional development (CPD) as staff can think about new roles and their place in the school.

To encourage them to think of restructuring as an opportunity to change, to take advantage of, Andrea stressed the importance of getting all staff involved in the process. If staff can think about how they are involved in the restructuring process, they are less likely to be nervous about the changes.

Restructuring can be a good opportunity for CPD as staff can think about new roles and their place in the school

Think about CPD in the context of the school and its restructuring

Andrea said it is important to think about CPD in the context of the school and its restructuring.

She advised that external courses are not likely to be the most effective training option during restructuring, when roles and the school context are changing. It may be difficult to transfer what is learnt on an external course to the future school context.

Although those developing CPD may look at research and case studies from other schools, Andrea emphasised the importance of starting by considering your own situation.

Mentor staff whose roles are changing

Andrea explained that coaching and mentoring for those changing roles are a key part of CPD during restructuring. She added that leaders may also need coaching and mentoring in how to bring about the changes.

She suggested bringing together staff whose roles are changing to think about how they got to where they are now, where they are going, and how they can maintain a positive perspective. They can then consider their professional development in this context.

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Action learning approach to developing CPD

Andrea pointed to action learning as a particularly effective approach to developing a new CPD programme. It can be led by a senior leaders or external facilitator.

In this approach, staff think of the key questions they have about their role and professional development, in the context of the school and restructuring. Andrea suggested the following frameworks for questions:

- How can I...?
- What will need to be in place for me to?
- What will need to happen for us to

- What are the first three steps to achieve ... ?

Staff will then think about who the stakeholders and other key players (the people actually getting things done) are, and what challenges there are.

The next step is to come up with actions with deadlines and anticipated outcomes. For example, a teacher might identify that due to a change in his/her role, he/she wants a mentor who can coach him/her in data interpretation.

Andrea suggested there should be three such actions for each staff member.

Future search approach to developing CPD

Another approach Andrea suggested was the future search approach. This involves getting all staff and governors together, and randomly allocating people to teams. A facilitator then poses questions such as:

- What are the top five values underpinning the school?
- What are three changes you want to see in the school?

Team members write down their ideas and display them. Everyone then goes round the room to see what other teams have written.

Andrea explained that this approach is effective because everyone is consulted and has the opportunity to offer a view, which is particularly important during restructuring. With the random allocation of teams, the activity takes place across hierarchies, getting everyone committed and involved.

The fact that everyone sees what others have written creates an atmosphere of involvement and transparency. Andrea said that these ideas can then form the basis for an action plan which everyone feels involved in.

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Reviewing the school CPD policy

You may want to review your CPD policy as part of developing a new CPD programme.

The former Teaching and Development Agency (now part of the National College for Teaching and Leadership) published guidance on CPD which looks at reviewing your school policy.

On page 11 it suggests procedures that might be a useful foundation for the review of a school CPD policy.

It says a CPD plan will be based on the:

- Outcomes of the performance management process
- Evaluation of the impact of the previous annual cycle of CPD
- The school's self-evaluation and how it will form part of the school improvement plan

The guidance is now available on the National Archives.

This article was written in response to a question from a school leader at a medium-size urban secondary school in the east of England by Equilearn.

<http://www.usethekey.org.uk/staff/cpd/organising-cpd/developing-a-cpd-programme-during-restructuring>

[Organising CPD](#)

