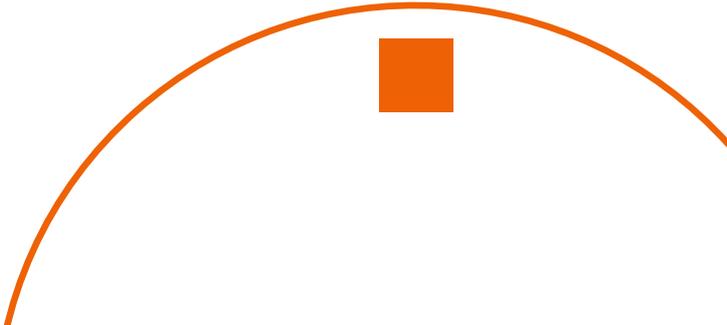
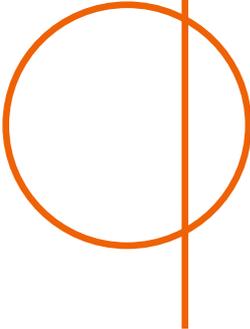


2022 - 2024



E.R.R.C. CPD POLICY





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What is CPD?

CPD stands for Continuing Professional Development that comprises a wide array of means by which practitioners ensure that their professional knowledge and skills are updated and enhanced over the course of their career.

In the case of the ERRC, CPD It refers to the process of tracking and documenting the skills, knowledge and experience of its trainers, instructors and administrative staff as they gain both formally and informally as they work, beyond any of their initial training.





Why is CPD important to the ERRC?

The ERRC executive council strives to develop a clear CPD policy to ensure its trainers and instructors develop their existing skills and knowledge while boosting their confidence and credibility. It also encourages the ERRC staff to follow changes in legislation, technology and working practices, and equips them with the tools they need to cope positively with a fast changing workplace.

CPD has been demonstrated that in schools where a comprehensive CPD policy is in place teachers start to perform well in their roles, their job satisfaction increases and performance improves. Schools that develop and support a CPD policy soon discover that a standardised approach towards professional development impacts the overall performance of the whole school and invariably improves student outcomes.

Work based learning	<ul style="list-style-type: none"> e.g. experiential learning, in-service training, secondments, supervision
Professional activity	<ul style="list-style-type: none"> e.g. involvement in a professional body, giving presentations at conferences, networking
Formal / Educational	<ul style="list-style-type: none"> e.g. writing articles / papers, attending training courses or scientific meetings, gaining qualifications
Self-directed learning	<ul style="list-style-type: none"> e.g. reading journals, reviewing books / articles, reflective practice
Other	<ul style="list-style-type: none"> e.g. relevant transferable skills developed through involvement in strategic projects & community work



CPD at the ERRC

The three pillars upon which the ERRC sets its goals for its training and administrative staff are essential principles that together reinforce the professional attitude at ERRC.

The skills and knowledge of ERRC staff is required to be:

a) Continuing

- members demonstrate their commitment to developing their competence through the virtuous circle of CPD
- development is continuous in the sense that members actively seek to improve their knowledge, skills and performance
- regular investment of time and learning is seen as an essential part of professional life, not as an optional extra.

b) Professional

- members show an active interest in the internal and external environment and in the continuous development and improvement of self and others at both organisation and individual levels
- outcomes should reflect the Profession Map
- learning objectives should be clear and serve individual and ideally, client and organisational needs.



c) Development

- the starting point is a realistic assessment of what needs to be learnt in order to meet the demands of the ever-changing professional and business worlds
- development is owned and managed by the individual, learning from all experiences, combined with reflection as key activities
- working effectively and inclusively with colleagues, clients, stakeholders, customers, teams and individuals both within and outside of the organisation.



CPD planned for ERRC Staff

The ERRC executive committee ensures through regular funding to enroll its staff members, educators and administrative, in CPD related activities on a yearly basis. These activities include:

- Training courses and workshops, which could be delivered on-site or online;
- Studying for a qualification or accreditation, such as a Master's Degree in a specialist field (e.g., special needs);
- Online courses/webinars/podcasts that don't need to lead to a degree;
- Classroom observation, mentoring and peer-to-peer shadowing, where less experienced teachers learn from more experienced ones;
- Attending exhibitions and conferences specifically designed, so ERRC staff can learn from experts (e.g., academics);
- International exchanges, where an ERRC trainer goes to another country usually to learn something groundbreaking that could also translate to improved results domestically;
- Peer group exchanges, where ERRC professionals engage in constructive dialogue with other professionals in the field of education, volunteering and humanitarian;



- Inner work, self-reflection, personal reading or research that can broaden a professional's awareness and appreciation of specific or general aspects of their profession.

Because any number of the above experiences can dramatically alter or improve a person's development, goals and professional trajectory, CPD is considered by ERRC to be, by its very nature, inclusive. The ERRC strongly believes that CPD is rather like an umbrella, covering many experiences to attain the goal of continued professional development for all its staff members.

