

DIS Teacher

Continuing Professional Development Policy (CPD)

2016-2017

Rationale

Deira International School (DIS) encourages the members of its professional teaching staff to participate in staff development opportunities, including graduate level education courses, educational conferences and subject specific courses/workshops.

DIS recognises the right of all teachers to keep up to date with current world-wide research and trends in teaching and learning and to seek continual improvement in their teaching and management practices.

DIS recognises that professional development may take a variety of forms: externally provided courses or conferences, staff inset day activities, targeted classroom observations, targeted visits to other schools, sharing of ideas with colleagues from DIS or other schools.

Aims

- The school aims to instill in its students a love of learning and aims to ensure that they will become ‘lifelong learners’; with this in mind, school management will encourage all teachers to model this desired behaviour by facilitating their attendance at a variety of professional development activities.
- To identify the professional development needs both of the school and each individual teacher to facilitate improved teaching and learning.
- To ensure that all teachers are kept informed about any relevant professional development activities that are available.
- We will ensure teachers are given the time and forum to share their experience and knowledge by providing appropriate forums (e.g. Teacher Learning Communities and Middle Leaders Learning Communities).

Professional Development Plan

Deira International School’s professional development needs will be identified by referral to the school’s *Strategic Vision and Intentions and 3 Year Strategic Plan*. An individual teacher’s professional development needs will be identified through the Staff Appraisal process and the identification of specific professional development targets for each staff member.

The Professional Development Manager will coordinate a whole school CPD strategy and produce a Continuing Professional Development Plan. Professional Development Coordinators in the Primary and Secondary Schools will support and report to the Professional Development Manager. The Professional Development Manager and Coordinators (the ‘Professional Development Team’) will ensure that teachers are kept informed about any externally provided professional development that becomes available.

See **Form B** for the process to be followed and application form for staff professional development.

The Professional Development Team (PDT) are responsible for ensuring that all staff are aware of all internal school Inset and for promoting our in-house CPD programme.

The PDT is responsible for logging all professional development for all teachers across the school including keeping accurate records of personal PD allowance credit. They will use the CPD database to keep accurate records for school managers and must be able to provide teachers with an up-to-date personal CPD portfolio.

The Professional Development Coordinator, in consultation with whole school CPD Manager and School Principals, will ensure that any professional development attended will either be of benefit to achieving the goals set out in the school's 3-year Strategic Plan and yearly Action Plan, or relevant to the individual's professional development targets.

The CPD manager will be responsible for the coordination of School Inset Training.

*See **Form B** for the process to be followed and application form for staff professional development.*

Staff will be required to submit a Course Evaluation immediately following attendance at any external professional development activity. After a period of 4-6 weeks that staff member will be required to complete a questionnaire documenting any changes in their teaching practice as a result of attendance at the activity.

*See **Form C1** for Course Evaluation and **Form C2** PD Follow up Questionnaire.*

Staff may also be required to share knowledge and skills gained through attending external professional development at a whole school or group staff meetings.

The professional development team will ensure all teachers fulfill their 'DIS minimum CPD commitments' which are:

- to attend 30 hours CPD per year (an Inset day counts as 5 hours and Internal workshops count as 1 hour each);
- to visit two other teachers' lessons (minimum) in one academic year; one teacher within their department and one from another department;
- to attend and contribute to appropriate developmental meetings (e.g. CLLT, Teacher Learning Community, Middle Leader Learning Community).

All teachers are invited to attend 'Learning Walks' with SLT and Heads of Departments/Sections. Teachers will be able to discuss and learn from the good practice they see in others' classrooms. Time spent on Learning Walks is counted towards the expected 30 hours CPD per year.

Evaluation

The success of the Professional Development Policy and Plan will be assessed each school year by:

- reviewing the achievement of the school's *Strategic Vision and Intentions and 3 Year Strategic Plan* goals and objectives;
- reviewing the professional development targets of individual teachers;
- reviewing the statistical analysis of staff professional development participation;
- reviewing the professional development Follow Up Questionnaires.
- Looking at the impact professional development has on teaching and learning.

All these measures will assist in determining the effectiveness of professional development in moving both the school and individual teachers toward achieving their goals.

Professional Development Financial Scheme and Procedure

DIS provides financial support for professional development opportunities of its professional teachers, according to the following terms and conditions:

DIS will pay up to **2,500 AED** per teacher per academic year towards professional development opportunities. For teachers to be eligible for this financial support, the following conditions must be met:

- prior approval is obtained from the school Principal and the Director;
- the programme/course/conference is directly related to what the teacher teaches or will teach at DIS or related to the teacher's management responsibilities, and the school/teacher has identified the *need* to attend;
- the teacher completes, or has booked the professional development programme prior to end of February, or has made a contractual commitment to return to DIS for the following school year.

If the teacher does not use his/her professional development funds in a given school year and returns to DIS the following school year, he/she may use the professional development funds the following school year, subject to the terms of this Policy. The teacher cannot carry over unused professional development funds for more than one year.

Any staff member who is instrumental in the recruitment of a new staff member will receive an additional AED 1500 in their professional development budget.

See **Form A** which describes the procedure to follow in order to claim a recruitment allowance and contains an application section to complete.

Policy on IB Training

Teachers who join the school, who are not IB trained and are required to teach IB in their first year, will be required to use their professional development allowance towards the cost of the IB level 1 training course. The school will pay all additional cost such as airfare and lodging.

For Established members of staff, DIS will pay the course registration fees, airfare, and lodging expenses for teachers **assigned** to teach IB Diploma classes. To qualify for this financial support, the following conditions must be met:

- The teacher teaches the course for which he/she is trained for two academic years. If a teacher leaves the school after only one year of teaching the course for which he/she has been trained, then the teacher will owe DIS 50% of the course fees, airfare, and lodging expenses.

The teacher may request IB training even though they may not be required to teach IB classes. In this instance the teacher will be required to use their personal development allowance towards course costs.

The Director may decide to pay IB course fees from school funds, rather than personal allowance, if the course is deemed to be **required** and identified in the 3 year Strategic Plan or yearly Action Plan.

Other School Sponsored Training

DIS will pay, either fully or partially, the course registration fees, airfare, and lodging expenses for teachers *who have been requested to attend PD courses that are of benefit to the school* ('school sponsored'). To qualify for this financial support, the following conditions must be met:

- The teacher teaches the course for which he/she is trained, or leads a development, for one academic year after the academic year of the course. If a teacher leaves the school at the end (or during) the year of attending the course, then the teacher will owe DIS 50% of the course fees and lodging expenses.

Other Courses, Training and Conferences

A teacher may use their PD allowance towards:

- professional courses, such as a Masters, PHD, NPQH;
- a professional development course/training/conference of their choosing if approved by the Principal of School and Director (this will be dependent on relevance, timetable commitments and length of contract remaining).

The Director may decide to pay course fees from school funds, rather than personal allowance, if the course is deemed to be required and identified in the *Strategic Vision and Intentions and 3 Year Strategic Plan*.

A teacher may use their PD allowance to attend a PD course in the academic year that they are leaving the school. The course must have been agreed and booked before the end of February in that teacher's final academic year.

If a teacher wishes to receive the PD allowance in cash, actual proof of payment for the PD will be required. Invoices and brochures only demonstrate an intention to attend the PD and do not serve as proof of payment. This is an audit requirement.

Last reviewed: June 2016, COB.

Teacher CPD Policy, Appendix 1

PROFESSIONAL DEVELOPMENT ACTIVITIES

Some suggestions of activities that may represent alternative professional development activities to ‘going on a course’.

The key question is always: “*is this developing me professionally?*” = Are you adding to your teaching skill set? If yes, then we can log it. Often, things done for the first time are developmental, but not thereafter.

Please note that things which constitute part of the ‘day job’ should not normally be logged (e.g. parents’ evenings, core planning, running meetings).

This is not an exhaustive list - merely a few ideas that I collated when putting together my ‘CPD at DIS’ presentation. Nor is the list in any order of perceived importance.

- Collaborative team activity, eg. planning, teaching, assessment
- Classroom or task observation - with peer discussion/review
- Observing any effective practice
- Team teaching
- Joining internal working groups
- Presenting at internal training
- Attending internal training workshops
- Participation in Learning Walks
- Coaching (both roles) – eg. Zayed University scheme
- Learning about data to inform teaching and learning (e.g. CEMS)
- Self-research (e.g. to further certification)
- Document preparation, e.g. policies (when done for the first time)
- Presenting to a meeting (when done for the first time)
- Professional learning communities/critical friendship groups
- Running a club (but only if this is a new activity for you)
- Higher level colleague shadowing
- Student shadowing
- Working with external bodies, e.g. exams boards
- Visits to other establishments
- Job rotation
- Secondments / Placements / Sabbaticals
- Lectures and conferences
- Going on courses!



Colin Bibby, CPD Manager