

Unlocking the Potential of Every Child

Professional Learning Policy CPD 2021-2022

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1. Rationale

At Safa British School we believe in the importance of supporting, developing and growing our greatest resource which is our teachers to improve the learning outcomes and experiences for students. As a learning community, the school is responsible for providing support for staff and the school community to continually develop their knowledge, skills, leadership capabilities and career opportunities through a comprehensive professional learning and development programme.

Teachers are encouraged and expected to take responsibility for the learning by reflecting on performance, identifying development needs as well as planning and engaging in professional growth. Teachers are encouraged to attend webinars and reflect on best practices across the globe. Due to Covid 19 we have utilised innovative methods of providing our staff with vital professional development opportunities to support our staff during this global pandemic.

Within curriculum areas across the school working parties have been set up. Teachers can further develop in areas of interest to them.

2. Aims

- To improve student learning outcomes by planning for staff professional learning.
- To promote and support a Performance and Development culture.
- To encourage all staff to collaboratively develop knowledge and teaching skills that are aligned to the School Improvement Plan and Vision.
- To ensure teachers are prepared for all necessary provisions to embed our recovery curriculum.
- To ensure that teachers are prepared and knowledgeable on Health and Safety procedures.
- To provide opportunities for professional learning through mentoring, coaching, feedback and action research.
- To provide professional learning and development that supports personal goals, wellbeing and career advancement.
- To support professional learning for leadership and succession planning.
- To support the UAE's initiatives through professional growth of staff.
- To provide the wider school community with information and training sessions to strengthen home and school partnerships.
- To utilise best practices from around the world during our global pandemic

3. Process

- To improve student learning outcomes by planning for staff professional learning.

- To promote and support a Performance and Development culture.
- To encourage all staff to collaboratively develop knowledge and teaching skills that are aligned to the School Improvement Plan and Vision.
- To ensure teachers are prepared for all necessary provisions to embed our recovery curriculum.
- To ensure that teachers are prepared and knowledgeable on Health and Safety procedures.
- To allow teachers flexibility and opportunity to take initiative their own professional learning through the Safa School Hub, where teachers can both learn as well as lead sessions.
- To provide opportunities for professional learning through mentoring, coaching, feedback and action research.
- To provide professional learning and development that supports personal goals, wellbeing and career advancement.
- To support professional learning for leadership and succession planning.
- To support the UAE's initiatives through professional growth of staff.
- To provide the wider school community with information and training sessions to strengthen home and school partnerships.
- To utilise best practices from around the world during our global pandemic.

4. Leadership and Management of CPD

1. The principal oversees the CPD programme which is led by the Primary Leadership Team who will have responsibility for the leadership and management of CPD.
2. The CPD leader will have access to appropriate support and training in order to fulfil their role effectively.
3. The CPD leader and senior leader team will be responsible for collating the CPD needs of the school and the staff based on learning walks and new initiatives being implemented.
4. The CPD leaders' main responsibilities will be to:
 - Keep up to date with CPD developments nationally and internationally.
 - Promote CPD as a central element of performance management and school improvement
 - Provide details on the range of CPD opportunities and disseminate information to the appropriate staff both internally and externally. Maintain and develop links with sources of CPD. Ensure procedures for accessing information on CPD are available to all
 - Identify the school's CPD needs through mechanisms such as: school self-evaluation, analysis of performance management targets, local/national priorities, internal/external monitoring, informal/formal discussions with individuals and teams.
 - Discuss and outline the main CPD priorities and the budgetary implications
 - Report to the governing body on the provision and impact of CPD
 - Ensure whether any follow up is needed to the training, e.g. feedback to the provider and be responsible for any such actions
 - Collate feedback from staff regarding the effectiveness of the CPDs
 - Provide guidance to colleagues on the most effective procedures for disseminating information following professional development training
 - Regularly and accurately update records of the training undertaken by colleagues, and advise the appropriate bodies where there are issues of equality of access and involvement

5. Supporting CPD

The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school. These CPD approaches may include:

- attendance at a course/ conference/ webinar/ local cluster group
- in-school training using the expertise available within the school, e.g. team teaching, coaching/mentoring, skills in classroom observation, sharing existing expertise
- school-based work through accessing an external consultant/adviser or relevant expert
- school visit to observe or participate in good and successful practice
- shadowing opportunities to observe experienced colleagues in another setting
- opportunities to participate in award bearing work from higher education or other providers
- Action research opportunities
- distance learning, e.g. relevant resources, training videos, reflection, simulation
- practical experience, e.g. national test or exam marking experience, opportunities to present a paper, contribute to a training programme, co-ordinate or support a learning forum or network, become involved in local and national networks
- job enrichment/enlargement, e.g. a higher level of responsibility; front lining working in someone else's job, job sharing, acting roles, job rotation, shadowing
- producing documentation or resources such as a personal development plan, teaching materials, assessment package, ICT or video programme
- coaching and mentoring – receiving or acting in these roles, acting as or receiving the support of a critical friend, team building activity
- partnerships, e.g. with a colleague, group, subject, phase, activity or school-based; team meetings and activities such as joint planning, observation or standardisation, local cluster groups
- collaboration with schools in the local area
- Zoom Video Conferences with Dubai Cluster groups
- Working parties – within the school there are various working parties that give teachers opportunities to work on new initiatives.

6. Monitoring and Evaluating impact of CPD:

Annually the CPD leader shall conclude his/her report to the governing body with an assessment on the benefits of CPD undertaken (and planned), especially as it relates to:

- pupil and school attainment;
- improved teaching and learning;
- increased pupil understanding and enthusiasm;
- increased staff confidence;
- increased evidence of reflective practice;
- recruitment, retention and career progression/promotable staff.

7. This policy should be read alongside:

- The SBS Performance Management Policy
- The CPD Schedule 2020-2021
- The SBS Learning and Teaching Policy