The Oxford School, Dubai

مدرسة أكسفورد ، دبي

CPD POLICY

Rationale

At the Oxford School, we believe that the opportunity to develop professionally and personally both improves standards and raises morale through personal and professional fulfilment and, in turn, assists recruitment and retention. All staff, teaching and support staff shall have an entitlement to equal access to high-quality induction and continuing professional development. All members of the school community will have opportunities through performance management, appraisal and through other mechanisms to discuss their professional development needs.

Aims of CPD

- To recognize and respond to the needs of the school as a learning community.
- To improve the quality of learning and teaching for all students.
- To respond to the whole school development plan, DSIB inspection recommendations, National Agenda, the needs of the school as identified through its self-evaluation.
- To build a professional learning community.
- To enable staff to have access to opportunities for professional and career development.
- To promote and develop effective succession planning for all aspects of school staffing

Identification of CPD

The planning for CPD will start with the objectives that emerge from the performance management and whole school self-evaluation and development processes as well as KHDA initiatives. All CPD that is planned will fulfil some of the following criteria in order to ensure its effectiveness.

The CPD activity:

- meet identified individual, departmental, or school development priorities, through lesson audit reports and professional development plan.
- be based on good practice – in development activity and in teaching and learning.

- help raise standards of pupils' achievements.
- be provided by those with the necessary experience, expertise, and skills.
- be based on current research and inspection evidence.
- Should have a direct relationship with effective learning and teaching.
- Should use school-based expertise linked to school-based activity.
- Should use external expertise linked to school-based activity.
- Involve observation and feedback.
- Include peer support.
- Provide scope for the participants to identify the focus of their own development.
- Enable staff to be reflective and focus on their contribution to student's learning and development.
- Provide opportunities to work with other colleagues and share practice.
- Include opportunities to receive regular and structured feedback.
- Apply processes for sustaining CPD overtime to embed learning in classroom practice.
- Include opportunities for independent self-study.
- Develop competences linked to job requirements.
- Respect cultural diversity.

Provision of CPD

CPD provision will allow staff to develop skills and competencies progressively, with reference to KHDA Standards, Leadership Programmes, and competency descriptions for Teaching Assistants. To ensure that there are effective links to school improvement and self-evaluation and to ensure that CPD maintains a high profile; the CPD Coordinator holds a senior responsibility within the school.

The CPD coordinator will develop an annual CPD plan that involves all staff and links school priorities with individual needs and aspirations. The CPD Coordinator will be responsible for regularly monitoring and evaluating this plan. Information on relevant CPD opportunities is made available in the staffroom and distributed to relevant staff.

A specific budget allocation request for CPD will be set at the beginning of each financial year to the governing body. Once approved, the CPD Coordinator will ensure that this budget makes the

maximum use of available resources as well as being responsible for the management of this budget and producing regular budget updates. The CPD Coordinator will ensure that an up to-date record is kept of all planned CPD activities and that this information is distributed to all relevant staff.

Leadership and Management of CPD

The CPD Coordinator, the Senior Management Team and the Principal shall be responsible for identifying the school's CPD needs and those of the staff working within it.

The CPD Coordinator will discuss with the Principal and SMT the main CPD priorities and the likely budgetary implications of addressing these needs. They will advise on issues such as the benefits of service agreements with appropriate providers. CPD issues will be addressed at governing body meetings and be included as part of the Principal's report. The CPD Coordinator shall attend governing body meetings as appropriate, including the presentation annually of a report on the provision and impact of CPD.

There should be robust, transparent arrangements for accessing CPD that are known to all staff. There will be arrangements for annual discussions between staff and a Senior Management Team Member of Staff to discuss the following within the context of school priorities:

- needs, and aspirations.
- methods of accessing CPD provision, including appropriate funding.
- accreditation opportunities.
- ways of disseminating the training.

This will be combined with the Performance Management process.

The Range of CPD activities

In order to meet the needs of staff and to maximize the impact on teaching and to learn within the school, a range of approaches to CPD will be used. These CPD approaches will include:

- attendance at a course or conference.
- In-school training using the expertise available within the school, e.g. team teaching, skills in classroom observation, sharing existing expertise.

- school-based work through accessing an external consultant/adviser or relevant experts such as advanced skills or lead teacher, model and demonstration lessons.

- school visit to observe or participate in good and successful practice, e.g. visit a school or subject area with similar circumstances, a sister school of LEAMS.

- research opportunities, e.g. a best practice action research project.

- distance learning, e.g. relevant resources, training videos, reflection, simulation.

- job enrichment/enlargement, e.g. a higher level of responsibility 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 standardization, special project working group.

- creating an improved learning environment within the school.

Recording and disseminating

Staff is encouraged to maintain an appropriate professional development portfolio. The CPD coordinator can provide guidance where staff requests it. In addition to this, academic heads and subject leaders identify the need of the CPD at the time of informed observations and Walkthroughs. CPDs internal as well as external will be conducted based on the observations.

Staff is responsible for disseminating relevant professional development to the school community. Following professional development, the participant will fill in a form to evaluate the CPD activity. The member of staff with the CPD coordinator will plan the process by which to most effectively disseminate to other staff, e.g. relevant papers, the session at staff or subject meeting, etc. The CPD coordinator will also be responsible for ensuring whether any follow up is needed for the training, e.g. feedback to the provider and be responsible for any such actions.

In order to ensure that there are equal access and involvement in CPD by all staff the CPD coordinator will update records regularly and accurately of the training undertaken by all of the school community.

Assessing the impact of CPD

A termly review of CPD undertaken will take into account the benefits to:

- students' and school's attainment in external exams.
- improved quality in teaching and learning.
- increased student understanding and enthusiasm.
- increased staff confidence.
- increased evidence of reflective practice.
- recruitment, retention and career progression/promotable staff.

The Senior Management Team reviewed this Policy. It will be next reviewed in August 2021.