Nurture ~ Believe ~ Discover ~ Achieve

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Professional Learning Policy 2022-2023

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Safa Community School

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1. **Rationale**

At SCS 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, 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 providing our staff with vital professional development opportunities.

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 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, well being and career advancement.
- To support professional learning for leadership and succession planning.
- To support the UAE's initiatives through the professional growth of staff.
- To provide the wider school community with information and training sessions to strengthen home and school partnerships.

3. **Process**

- Focus on improving student outcomes and student's voice
- Focus on, and be embedded in, teacher practice.
- Collaborate virtually and/or in socially distanced areas.
- Be supported by internal and external personnel, research and effective learning and teaching.
- Be collaborative, involving reflection and feedback.
- Be ongoing, supported and fully integrated into the culture and operations of the school.
- Entail both individual responsibility and collective responsibility at all levels of school operation. Professional learning should include planned participation in individual, team, cross-team and whole school learning and improvement activities. Teams should also collaborate within local cluster groups.
- Ensure (through the professional learning leader) that professional growth of staff is developed cooperatively, resources are used effectively and programme evaluation occurs regularly.
- Track data to measure improvement and impact on student outcome, teaching practices and welfare.

"Change is inevitable, growth is optional."

Leadership and Management of CPD

1. The Headteacher/Deputy Headteacher oversees the CPD programme which is led by the Senior Leaders of Learning and Teaching, who will have responsibility for the leadership and management of CPD.
2. The CPD leaders will have access to appropriate support and training in order to fulfill their role effectively.
3. The Senior Leadership Team will be responsible for collating the CPD needs of the school and the staff based on monitoring and evaluating forms.
4. The Senior Leadership Team will also be responsible for new initiatives being implemented.

5. The CPD leaders' main responsibilities will be to:

- Keep up to date with CPD developments nationally and internationally with key priority on recovery curriculums.
- 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 the 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 CPD's
- 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

Supporting a range of CPD activities:

The school will support a wide portfolio of CPD approaches in an effort to match the 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
- 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
- Action research
- Use of TES CPD resources to allow staff to have a bespoke PD schedule

Monitoring and Evaluating impact of CPD:

Annually the CPD leaders shall conclude the 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
- Increasing evidence of reflective practice
- Recruitment, retention and career progression/promotable staff

This policy will be reviewed - **September 2023**