



PROFESSIONAL DEVELOPMENT POLICY

RATIONALE

Lifelong learning is central to the vision of Grace Project International School. This vision requires staff to adopt and practice an attitude of continual self-improvement through professional and personal learning, and to embed this learning into their teaching practice. The ongoing enhancement of student outcomes is underpinned by this emphasis on staff development.

PURPOSE

- To ensure all school staff have access to high quality professional learning experiences which are reflective of their own and the schools priorities.
- To outline an annual process which ensures all staff have ownership of their learning plan, and can receive feedback on their development and performance
- To ensure that the approach to pedagogy practices across the school are consistent and sequentially appropriate.
- To ensure professional practices are informed by current research, consistent with “best practice”, and proven to be effective in building student skills and outcomes.

Responsibilities

Subject Teachers

- Identify development needs through induction or appraisal processes
- Support coaching and mentoring of New teachers and teachers who require support

Curriculum Leaders

In addition to those responsibilities outlined for Subject Teachers, Curriculum Leaders will:

- Discuss/share with the school’s Coordinator – Curriculum & Professional Development annually to identify individual teaching staff and Curriculum Area CPD priorities.
- Carry out lesson observations and appraisal meetings to identify training and development needs within the Curriculum Area
- Ensure designated CPD time is used to best effect throughout the year
- Provide opportunities during Curriculum/PD meetings to move forward the quality of teaching and learning within the Curriculum

Board of Directors/Senior Management Team

- Identify the whole school priorities and publish these annually through the School future action and developmental plans.
- Review annually the main CPD priorities and budgetary implications with the Head of the School and Governing Body.
- Identify all staff CPD needs, delegating this responsibility, where appropriate, to the Leadership team.

Processes and Procedures

The following criteria will be used to inform the decision making process to achieve (i) judicious use of available resources, (ii) meeting of the CPD aspirations of staff and (iii) addressing the school's development priorities:

- CPD meets identified individual, school or international/national development priorities and provides value for money
- CPD will be based on developing effective practice throughout the school
- CPD will help to raise standards of students' achievements
- The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximize the impact on teaching and learning within the school
- Following professional development, the participant will complete an in-house evaluation/feedback form (that will reference how the member of staff will disseminate to his / her colleagues

As a learning organization, Grace Project International School both encourages and supports all its staff members to be skilled in their professional work and to be lifelong learners, striving for continual professional and personal growth. GPIS stresses that professional development results in improved student learning.

Types of professional development include, but are not limited to:

- reading professional literature
- peer support and coaching
- attending conferences and workshops
- workshops and training
- taking part in school-based in-service activities/sessions
- visiting other schools and institutions
- engaging in online courses/workshops