



مدرسة جيمس ميلينيوم الخاصة
GEMS Millennium School
Sharjah

PROFESSIONAL DEVELOPMENT POLICY

Reviewed By: Senior Leadership Team

April 2022

POLICY ON PROFESSIONAL DEVELOPMENT

Rationale

“What we want for children ... we should want for their teachers: that schools be places of learning for both of them, and that such learning be suffused with excitement, engagement, passion, challenge, creativity and joy.” A. Hargreaves (1995)

By professional development we mean an ongoing process of staff education, (training and development) taking place in school or outside in order to build a culture which allows for academic conversations and a subject specific approach to curriculum, establishing a set, secure and sustained teaching practice.

Professional development is needs-based as part of a continuous cycle of improvement. Systems are in place that ensure that all learning / training is aligned with the identified individual needs, school priorities, SPEA or UAE national priorities and/or needs.

The school has a continuous professional development committee that is dedicated to the identification, facilitation and monitoring of CPD activities.

Philosophy of Professional Development

At GEMS Millennium School, we believe that professional development should:

- promote the development of teachers’ professional knowledge and skills
- encourage team spirit and collaboration among the teaching faculty
- help teachers to be equipped and adapt proactively to change and develop better subject and pedagogical expertise
- develop effective classroom management strategies to meet the needs of all groups of students
- empower teachers to create a positive impact on student outcomes

AIM

We ensure that our continuous professional development programme aims to:

- conduct formal and informal sessions in adherence to the required hours of CPD modules as mandated by CBSE and SPEA
- fulfill the needs of the teachers that is aligned to the priorities of the school
- develop teachers' subject knowledge and skills
- encourage subject specific discussion, planning and pedagogy (not admin)
- apply and embed practices within subject areas-curriculum and assessment design

ROLES AND RESPONSIBILITIES

Teachers:

- engage in 100 hours of continuous professional development in a year conducted by experts, the governing body of Sharjah and the Central Board of Secondary Education
- are able to answer evaluation questions, like 'did the training work', and 'how did it work'
- are able to address multi-dimensional aspects and goals that are often also long-term in their professional journey
- engage in peer monitoring, record and reflection
- maintain Individual Teacher Portfolio aligned to the UAE Teacher Standards
- adapt and evaluate on their own practices

Non-teaching Staff:

- engage in 75 hours of continuous professional development in a year conducted by experts, the governing body of Sharjah

- participate in activities and opportunities that are designed to support student development, health, safety and well-being
- *enhance their learning in specialized programmes including certification courses in a specific approach*
- gain new skills and perspectives, which can translate into how they approach their jobs

School leaders and middle leaders:

- engage in 120 hours of continuous professional development in a year conducted by experts, the governing body of Sharjah and the Central Board of Secondary Education
- implement a systematic CPD plan that is embedded within their school improvement planning cycle.
- ensure that the professional development programme includes a variety of opportunities that focus on topics that include, but are not limited to, the UAE national priorities, student engagement, student high expectations, high order thinking, student wellbeing, safety, technology, innovation, and informational literacy
- measure impact based on what students learn, how they learn and the impact of learning
- monitor and evaluate the performance of teachers (from an individual, to a team, to across the whole school)
- mentor and coach staff to ensure that they are continuously updated with skills and knowledge that reflect needs and progress
- analyse student performance data
- shape the development of future leaders

Parents:

Professional dialogues with parents is essential to:

- maximise students' achievement

- improve academic outcomes - This includes discussing assessment results, what students learn at school with how they learn at home, helping parents to respond early to learning difficulties, and extending students learning around what they are passionate about
- plan strategies that help to promote effective two-way communications with families and community groups about school programmes and initiatives for future engagement
- coordinate resources to strengthen school programmes, student learning and development
- set expectations, homework and study habits, engage in reading and readiness, career choices and future pathways

Next Review Date: March 2023