



BELVEDERE INTERNATIONAL SCHOOL

PROFESSIONAL DEVELOPMENT & TRAINING POLICY

2023-2024

Review Date:	February 2024
Next Review Date:	February 2025

Acting Principal	Ms. Antonette Naidoo		
Signature		Date:	22-Feb-2024
BIS Board of Governors	Dr. Salem Aldarmaki		
Signature		Date:	27-Feb-2024

1. **Rationale:**

CPD and performance management require a shared commitment to high standards. It helps focus attention on increasing effective teaching, learning, and monitoring of achievement to raise the quality of teaching to benefit students and staff. It applies to all staff with the aim of providing appropriate and effective professional and performance training and coaching to ensure job satisfaction, a high level of expertise, and career progression.

2. **Aims:**

- To provide opportunities for all staff to further their professional skills and/or qualifications
- To provide opportunities for staff to further develop their awareness, knowledge and skills in current teaching and learning practices
- To provide teachers with enhanced skills that in turn will improve student learning
- To ensure all members of the school community have the opportunity to develop the skills they need to exercise their responsibilities in the most effective manner

3. **Key Priorities:**

It is important that we effectively identify and plan for the school's CPD priorities. This will be done through:

- Identifying and addressing the school's developmental needs within the documents; School Self-evaluation and School Development plan
- Effective auditing and identification of needs and aspirations
- Identifying staff's individual needs through the implementation of an effective Performance Management process (Appraisal) conducted by line managers

4. **Guidelines:**

The following is taken from the ADEK Employment Policy (2024)

3.12 Continuous Professional Development (CPD)

1. Compulsory Hours of CPD: a. Schools shall ensure that all staff complete 25 hours of CPD annually at no cost to the staff as per the Federal Decree Law No. (33) of 2021 on Regulating Labor Relations.

- b. Schools shall ensure that staff for whom additional CPD beyond the standard annual 25 hours is required, as outlined in other policies (e.g., teachers as per ADEK Quality Assurance Policy) or as part of their UAE licensing requirements, are offered opportunities to fulfill their respective requirements.
 - 2. Link to Staff Performance Management: Schools shall provide staff an opportunity to outline individual CPD plans along with their individual performance and development objectives during every performance management cycle and discuss progress on CPD received in the previous academic year.
 - 3. Documentation of CPD activities: Schools shall maintain accurate documentation of all CPD programs conducted.
- 3.13 Career Progression: Schools shall define the various career paths available for staff within the school (in line with the ADEK Staff Eligibility Policy, where applicable) and the guidelines for career progression.
- 1. In every cycle of performance evaluation, schools shall assess the career progression of all members of staff and consider promotions as appropriate.

The following is taken from the ADEK Quality Assurance Policy (2024)

- 3.14 Teacher Continuous Professional Development (CPD) and Performance Management: Schools shall provide CPD and performance management opportunities for all teachers, based on the school's teaching quality standards, as per the ADEK Employment Policy.
- 1. Compulsory Hours of CPD: Schools shall ensure that teachers complete a minimum of 75 hours of planned CPD per year at no cost to staff.
 - a. CPD shall be conducted with minimum interruption to classroom instruction.
 - b. Schools shall monitor compliance with the compulsory CPD hours of teachers as a part of educator performance management.
 - 2. Link to Teaching Quality: Schools shall develop, implement, and annually review a CPD plan for teachers as a part of their SDP.
 - a. CPD opportunities shall be aligned with the strategic internal and external recommendations derived from the SDP, feedback from performance management on overall staff development needs, specific CPD requests from

individual staff members, ADEK policies, and other requirements as announced.

a. The CPD plan shall include the following components:

1. List of topics (suggested and mandatory) to be covered for different types of staff, including a balance of subject-specific and pedagogy related CDP for teachers.
2. School CPD calendar and development days
3. Details on the provision of CPD via in-house or third-party providers.
4. Strategies to share and safeguard best practices and learnings of staff in the CPD conducted.

b. The CPD plan shall incorporate the following types of CPD:

1. Induction for staff members on academic, legal, social, and other school-related aspects (e.g., buddy program for new staff members to get acquainted with school practices and policies, etc.).
2. Training for staff in acting roles.
3. ADEK mandated training as announced (such as student protection, inclusion, etc.).
4. 4.Others at the school's discretion.

b. Schools shall ensure the teaching staff are provided at least 5 development days in their school calendar and such days shall be counted towards their compulsory CPD hours.

c. Schools are authorized to provide teaching staff the opportunity to develop individual CPD plans along with their individual performance and development objectives during every performance management cycle and discuss progress from the previous year.

d. Schools shall develop an internal framework and mechanisms to evaluate the quality and effectiveness of CPD and ensure documents of all CPD programs are accurately stored and maintained, as per the ADEK Records Policy.

5. Implementation:

5.1 Induction

New teachers are supported through a comprehensive induction programme at the start of each academic year and are paired with an established teaching buddy. Any teacher who joins midway through the year is provided with a bespoke induction based on BIS mandatory policy requirements, individual needs and prior experience, and is also paired with a teaching buddy.

5.2 CPD Calendar

The BIS CPD calendar is planned based on the needs identified through staff feedback, school development plan, performance management identified needs, departmental action plans and lesson observations.

5.3 Whole School CPD

All staff have opportunities to engage in CPD training twice every half term and this is extended as and if the need arises.

The CPD schedule allows for a range of staff development programmes, as mentioned in 5.2 above, to take place successfully.

CPD sessions are led by Senior leaders, Middle leaders and outstanding teachers as well as outside providers.

5.4 Coaching and Mentoring

Belvedere International School provides a support structure for new staff through coaching and mentoring. Staff work collaboratively with a mentor teacher or Middle leader who will provide guidance and academic support. Within this structure, staff set goals, provide targeted advice, engage in reflective dialogue, model lessons, team-teach and provide feedback on their teaching practices to enhance instructional strategies, classroom management, and overall teaching effectiveness.

5.5 Early Career Teacher Training

Early Career Teachers follow an ECT induction programme that meets the statutory requirements underpinned by the Early Career Framework (ECF).

The bespoke induction programme for Early Career teacher enables ECT's to understand and apply the knowledge and skills set out in the ECF. For a full-time ECT, the induction period typically last 2 academic years.

The ECT programme we run at Belvedere International School is quality assured by Educational Success Partners (ESP).

5.6 BIS External Training

All BIS employees are expected to attend mandatory self-directed, online CPD through EduCare. This includes:

- Child Protection for International Schools
- Child Protection Basics for International Schools
- Supporting Staff Wellbeing in School
- Mental Wellbeing in Children and Young People
- First Aid Essentials for International Schools
- Online Safety
- The SEND Code of Practice

5.7 Evaluation of CPD

Middle leaders and Senior leaders measure the impact of CPD through reviewing:

- Student outcomes
- Lessons observations and drop-ins
- Learning walks
- Book scrutinies
- Recruitment retention and career progression

6. Performance Management:

The following is taken from the ADEK Employment Policy (2024)

Section 3 – Rights and Responsibilities

3.11 Performance Management:

Schools shall have a formal performance management process and accompanying policy as part of their Employment Manual, which is to be communicated to staff to ensure that they are aware of and understand the policies, processes, and specifically the criteria against which their performance will be evaluated.

1. Schools shall adopt an annual performance management cycle in which each staff member sets individual performance and development objectives for the upcoming academic year, in line with the school's strategic goals.
2. Schools shall communicate the criteria for evaluating staff performance annually. The criteria cannot be changed in the middle of a performance management cycle.
3. Schools shall communicate the rating system for evaluating staff performance annually, with a clear description of each rating. This rating system cannot be changed in the middle of a performance management cycle.
4. Schools shall carry out performance evaluations based on the annual performance management cycle calendar (e.g., towards the end of the academic year) for each staff and deliver a confidential, written performance evaluation, to which ADEK reserves the right of access.
5. Staff have the right to appeal any evaluations and schools shall have a transparent/published appeals policy and a committee in place to review appeal requests.

Performance Management at Belvedere International School is a shared process through the BIS Appraisal system. Regular communication takes place between staff and line managers about work goals, performance development and career paths. Each staff member completes an appraisal form in which they develop a personal plan in line with the school development plan. This reflects ADEK's performance standards, linked to teacher development and student learning outcomes, and will include at least 3 agreed-upon targets which will be monitored over the academic year. (Refer to the BIS Appraisal Policy).

7. Where there are concerns:

If it becomes clear during the BIS monitoring process that a staff member has not been performing their assigned work in accordance with what is expected of their roles and responsibilities or there has been no improvement, they will be assigned to a support plan and will be closely supported by their line manager and member of SLT.

Support Plan Process:

1. Line manager meeting to set targets in line with the identified needs of the individual and the ADEK Inspection Framework.
2. Set timeframe to achieve support plan targets.
3. Identify support pathways – peer observations, working with a buddy teacher.

4. Written confirmation, to the individual, by line manager of agreed plan. SLT informed, confidentially, to enable further support to be provided.
5. Drop ins and, at least, one formal lesson observation and review of support plan.
6. If improvement is noted, the support plan will be closed and the line manager will continue monitoring as per the BIS monitoring process.
7. If no improvement is noted and the lesson observation outcome is Weak/Very Weak – SLT and HR to meet with the teacher to discuss concerns and options available – Issue HR warning letter.
8. SLT to make recommendations on retaining the teacher/terminating their contract.
9. Formal meeting with the principal – possible termination of contract and/or failed probation.

8. Budget:

A budget will be allocated for CPD each year. Budget implementation will allow over time, for the equity of resources amongst staff.

The Principal will be responsible for its implementation.