



DOHA
BRITISH
SCHOOL



PROFESSIONAL
DEVELOPMENT
PRIMARY
2021 - 2022



"If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve."

Dylan Wiliam –
Emeritus Professor
UCL Institute of
Education

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OUR WELCOME MESSAGE

At Doha British School, we recognise the powerful role CPD plays in contributing to excellent outcomes for all our children. We also recognise that the practitioners in our school, each have their own passion and expertise and all have something to contribute to our continuous school improvement. Over the past academic year there has been a stronger emphasis on our CPD being school-led, utilising the passion and expertise of our experienced professionals.

The research evidence on the positive outcomes of collective teacher efficacy is overwhelming. According to Hattie's research (2016), it is more predictive of student achievement than socio-economic status, parent involvement, the home environment and student motivation. We recognise the power of teacher collaboration and - through initiatives like the Lesson Study Model, Teaching and Learning Community and collaborative planning meetings - aim to embed this into the fabric of the school.

This brochure sets out our commitment to INSET, NQTs, middle leadership and senior leadership training.



Jordan Davies
Head of Primary



ABOUT US



Our School Vision

To be a vibrant, welcoming international school that provides a first class education enabling pupils to thrive within a dynamic, global environment.



Our School Mission

To prepare all pupils through a relevant, challenging curriculum and well-resourced facilities, to become lifelong learners contributing to a global community.



Our School Purpose

Our core purpose is that every young person should gain as much as possible from our school, based on our belief that all learners can, need and want to achieve.



Our CPD Programme

Our CPD programme has been created to enable teachers and educators to grow, innovate and challenge themselves to reach their full potential.



MEET THE TEAM



Paul Sherlock
Principal



Jordan Davies
Head of Primary



Emily Byars
Deputy Head



Saima Khan
Assistant Head



Sam Weed
Assistant Head



Diane Longmore
Assistant Head



Jennifer Kayes
Teaching & Learning
Community Lead



Fatema Khan
SENDco



TEACHING & LEARNING: KEY PRINCIPLES

Our key principles are taken from the work of Barack Rosenshine who based these ten principles of instruction, and suggested classroom practice on:

- Research on how the brain requires and uses new information.
- Research on the classroom practices of teachers whose children show the highest gains.
- Findings from studies into the impact of learning strategies on children.

01 DAILY REVIEW



02 NEW MATERIAL IN SMALL STEPS



03 ASK QUESTIONS



04 PROVIDE MODELS



05 GUIDE STUDENT PRACTICE



06 CHECK STUDENT UNDERSTANDING



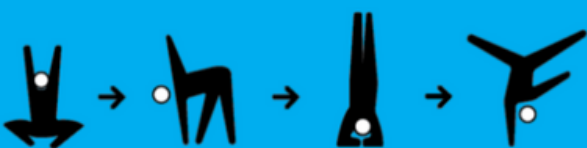
07 OBTAIN HIGH SUCCESS RATE



08 SCAFFOLDS FOR DIFFICULT TASKS



09 INDEPENDENT PRACTICE



10 WEEKLY & MONTHLY REVIEW



NQT Programme



NQT PROGRAMME



NQT PROGRAMME CONTINUED



INSET Training 2021



INSET TRAINING 2021

For our annual INSET we have created a number of sessions that will support teachers – new and old – to meet the teaching, learning and assessment expectations for Doha British School, Ain Khaled. Staff are expected to engage in the sessions and utilise this time to clarify, ask question and interact with colleagues. Below you will find details of all the sessions, which will be delivered at the 2021/22 Doha British School INSET.

Date	Session Title and Overview	Delivered by
	<p style="text-align: center;"><u>The Teaching of Early Reading and Phonics</u></p> <p>This session will provide practical guidance on our approach to the teaching of early reading and phonics. We follow the Letters and Sounds phonics programme from the UK’s Department for Education. It recognises children’s speaking and listening skills as a fundamental building block to good reading and writing, and prepares children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.</p>	
	<p style="text-align: center;"><u>How to Teach Reading in KS1/KS2</u></p> <p>During their primary school years, children should learn not only <i>how to read</i> but also <i>how to become a reader</i>. Once children have been taught <i>how to read</i>, through an effective phonics programme, the vital skill of understanding can become the focus. The teaching of comprehension, and embedding of reading fluency, is underpinned by VIPERS but will look different in different key stages. This session will provide you with the practical guidance to implement the teaching of reading in your key stage.</p>	
	<p style="text-align: center;"><u>Planning a Read to Write Unit of Work (Writing Expectations)</u></p> <p>Whether its incidental writing opportunities SPaG in context, sentence practice, poetry or extended pieces of writing, the ultimate aim of every teacher has to be to ensure that students have writing stamina, whilst making sure that what is produced is high-quality writing. Read to Write empowers teachers to provide high-quality teaching of writing through high-quality children’s literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. This session provides you with the opportunity to engage with and plan your first unit.</p>	



INSET TRAINING 2021

CONTINUED

Shared, Modelled, Guided Writing and Editing

Children do not become excellent writers by chance – it takes time and practice and is always supplemented by excellent modelling. Shared/modelled/guided writing is an important tool in a teachers' toolkit, which models what an experienced writer does: helping children understand sentence structure; spelling, punctuation and grammar choices; positive or negative intent; vocabulary choices and handwriting. Editing should also be explicitly taught, so pupils take ownership of their work. This session will explore how the utilisation of these key techniques creates independent writers.

Talk for Writing in KS2 and EYFS/KS1

Talk for Writing is an approach to writing which complements our Read to Write scheme. Based on a 3 phase model (imitation, innovation, independent application/invention), Talk for Writing enables children to imitate orally the language they need for a particular topic/genre, before reading and analysing it, and then writing their own version. This session will explore the use of Talk for Writing strategies within each key stage. For EYFS and KS1, this will be the start of a series of T4W webinars delivering by Pie Corbett and Maria Richards.

Dealing with Parents in an International Setting

This session will outline some key de-escalation strategies to help deal with parents. Our parents are very supportive but can also be quite challenging and it is important that all communication with them is firm, fair and consistent. We are working towards the same goal (the best interests of the children. We will also give you an overview of Class Dojo, our main communication platform.

Teaching Art at DBS

Our curriculum, particularly the foundation subjects, has been evolving over the past two years. In art, we have decided to focus on 4 key areas: artist research, observational drawing, the formal elements and the use of different materials. This session will focus on observational drawing and the importance of this for children of all year groups. This session will be delivered by Ruth Battersby (Art teacher in secondary) and give you the opportunity to plan your observational drawing unit of work.



TEACH MEET

Autumn 2022

A **TeachMeet** event involves a series of quick-fire presentations on a range of teaching and learning activities and ideas, each lasting for 3 or 5 minutes.

**Tuesday 23rd
November**

Some people choose to just come and watch, other choose to present an idea. It's an event with a real buzz.

Hosted at:
Ain Khaled

Date	Time	Venue



Middle Leadership



Middle Leadership

The Doha British Schools Middle Leadership training programme, is focused on the essential task of developing high-quality middle leaders. The programme consists of six sessions and a research project, which will provide both aspirant and existing middle leaders with an insight in middle leadership. The programme centres around current research and best practice, case studies and self-reflection.

Date	Content/focus	Delivered by
	<p><u>Outline and introduction</u></p> <p>This session will give an outline of the course content and expectations. Discuss the importance of senior leaders as the driving force within any school.</p>	
	<p><u>Safeguarding</u></p> <p>Safeguarding pupils is one of the most important aspects of our jobs. This session will help you identify what is and isn't a safeguarding issue, how to approach safeguarding concerns and safeguarding in our context.</p>	
	<p><u>Principled Leadership - what is your leadership style?</u></p> <p>The session explores leadership theory and different leadership models. It will aim to get you thinking about the type of leader you would like to be.</p>	
	<p><u>Improving Teaching, Learning & Assessment</u></p> <p>The session explores how to make sense of this core activity of school life. We explore key T&L strategies, identify best practice and discuss strategies to improve T&L in our context.</p>	



Middle Leadership Continued

	<p><u>Effective use of monitoring and evaluation</u></p> <p>In many ways, this is a critical area of leadership at all levels. We will discuss the use of data, pupil voice and teacher voice to drive forward an area of school improvement.</p>	
	<p><u>Leading Positive Change</u></p> <p>This session identifies key research and models to help lead change positively. We will explore how this will inform decision making in a variety of areas across school.</p>	
	<p><u>Managing critical incidents and handling difficult conversations</u></p> <p>Senior staff share their experiences of handling the more challenging aspects of their role. As well as the chance to discuss real issues, this session will also give colleagues practical advice on how to deal with difficult conversations and conflicts in schools.</p>	
	<p><u>School based challenge projects and reflection on readiness for middle/senior leadership</u></p> <p>The final session involves a series of mini leadership challenge presentations led by the course participants. Also, advice will be given on application letters and how to cope with the interview process.</p>	



Senior Leadership



SENIOR LEADERSHIP

The Preparing for Senior Leadership CPD Programme will support the development of aspirant senior leadership by:

- **Providing an insight into the diverse range of opportunities at senior leadership level.**
- **Examining theoretical models of leadership.**
- **Developing leadership skills through the examination of case studies.**
- **Supporting the pursuit of a practical school based leadership project, with the support of a school based mentor.**
- **Enhancing understanding of current and future local and international agendas.**
- **Increasing confidence in leadership skills in a whole school context.**



SENIOR LEADERSHIP CONTINUED

	Content/focus	Delivered by
Session 1	<p>Outline and introduction - what is your leadership style?</p> <p>This session will give an outline of the course content and give an introduction to the theory behind how successful business models can support and transform schools.</p>	Paul Sherlock – Executive Principal DBS
Session 2	<p>Leading student support services</p> <p>In many ways this is the most unpredictable area of senior leadership. The session identifies key principles and explores how they inform decision making and areas such as attendance, behaviour and exam success.</p>	Paul Sherlock – Executive Principal DBS Katy Leighton – Assistant Head DBS AK
Session 3	<p>Leading Teaching and Learning</p> <p>The session explores how to make sense of this core activity of school life. With a constantly changing landscape and both external and internal pressures, colleagues will be shown how to prioritise teaching and learning issues in a way that will have maximum impact for the student population.</p>	Paul Sherlock – Executive Principal DBS Jordan Davies – Lead Head of Primary School
Session 4	<p>Leading Curriculum change</p> <p>One certainty is that the curriculum will always be evolving to reflect a range of demands and needs. The session presents a model for leading any significant change then applies this specifically to curriculum development.</p>	Paul Sherlock – Executive Principal DBS Darren Atkinson – Lead Head of Secondary - DBS
Session 5	<p>Managing critical incidents and handling difficult conversations.</p> <p>Senior staff share their experiences of handling the more challenging aspects of their role. As well as the chance to discuss real issues, this session will also give colleagues practical advice on how to deal with difficult conversations and conflicts in schools.</p>	Paul Sherlock – Executive Principal DBS Steven Miles – Principal DBS Wakra
Session 6	<p>Leading Quality Assurance</p> <p>This session examines systems and processes to identify the strengths and areas for development across a school. A QA model for whole school use is examined and the way this impacts on school improvement is explored.</p>	Paul Sherlock – Executive Principal DBS Darren Atkinson – Lead Head of Secondary - DBS



Moderation



Moderation

Writing Moderation

This writing moderation session will give teachers the opportunity to check the accuracy of their judgements, with colleagues from other schools. It provides a supportive opportunity to bring your pupils' writing to cross-moderate and explore next steps. The overall aim is to create a portfolio of work to compare against for all year groups.

Date	Time	Venue
Wednesday 15 th October 2021	2:00pm – 3:30pm	Wakra
Wednesday 25 th February 2022	2:00pm – 3:30pm	AK
Wednesday 3 rd May 2022	2:00pm – 3:30pm	Rawdat

Maths Moderation

This maths moderation session will give teachers the opportunity to check the accuracy of their judgements, with colleagues from other schools. It provides a supportive opportunity to bring your pupils' maths books to cross-moderate and explore next steps. The overall aim is to give teachers the confidence to make accurate judgements.

Date	Time	Venue
Wednesday 15 th October 2021	2:00pm – 3:30pm	Wakra
Wednesday 25 th February 2022	2:00pm – 3:30pm	AK
Wednesday 3 rd May 2022	2:00pm – 3:30pm	Rawdat



ASSOCIATE ASSISTANT HEADTEACHER

Each year, an Associate Assistant Headteacher is appointed. This post is a developmental opportunity for anyone on the Middle Leadership team who wants to have a flavour of what the role as Senior Leader entails. As a result, the successful candidate spends a year focusing on a project which supports the School Improvement Plan and leads on this project for a whole year (January to January).

On top of the responsibility of the design, implementation and evaluation of their impact, the Associate Assistant Headteacher gets the opportunity to:

- attend SLT briefings
- attend SLT weekly meetings
- lead on CPD
- weigh on discussions
- shadow the line management of a Subject Area
- support a House as the SLT link

This role is a great stepping stone to Senior Leadership to give an hindsight, knowledge and overview of the accountability, responsibility and impact of Senior Leaders. It can combine well with an NPQSL and give the candidate the necessary platform to lead on a whole school change.





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