Continuing Professional Development (CPD) Policy

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1. Purpose

The purpose of this policy is to guide the provision of Continuing Professional Development (CPD) to academic staff.

2. Scope

The policy applies to academic staff throughout the school.
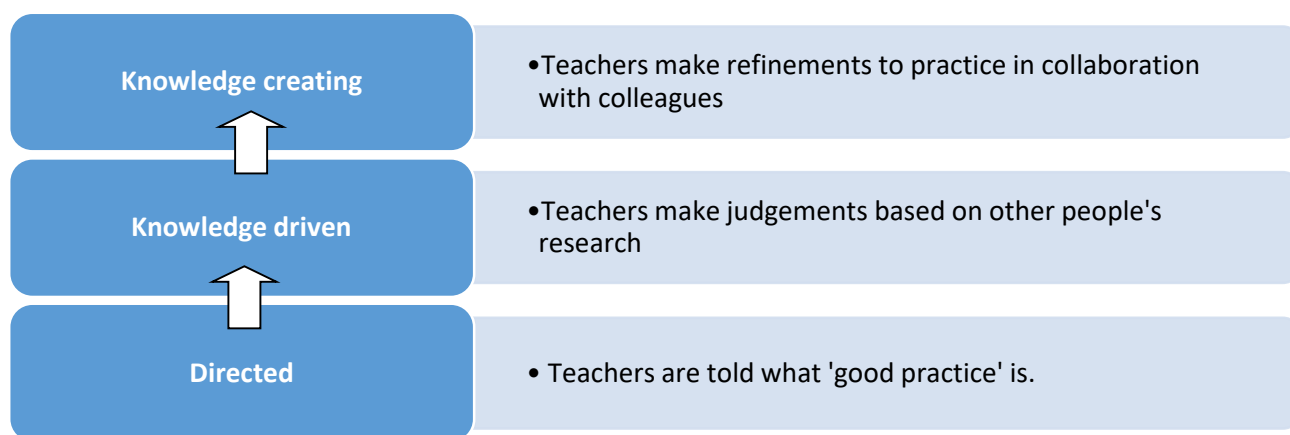
3. Definitions

Continuing Professional Development (CPD): For items that constitute CPD, refer to the section below, 'Support for a range of CPD activities.'

4. Policy statement

The school believes that all staff should be involved in a continuing process of growth. The school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. This development takes place at a number of levels: team, individual, whole school and through wider networks.

The school also believes that a carefully planned programme of CPD improves teacher effectiveness, pupil progress and achievement; and assists with recruitment, retention and succession planning. The school will have effective measures in place to audit the needs of the school and its staff and will make links to the performance management system.

The school aims to be an environment in which teachers are contributors to the knowledge base of the profession, as shown in the model below:

Knowledge creating	•Teachers make refinements to practice in collaboration with colleagues
Knowledge driven	•Teachers make judgements based on other people's research
Directed	• Teachers are told what 'good practice' is.

CPD planning will be integrated with School Development Plan and based on priorities identified through self-evaluation and research into teacher efficacy.

All forms of professional development will be based on the following imperatives:
- all staff will be encouraged to collaborate with colleagues to develop as highly effective teachers;
- all staff will have regular opportunities to discuss their development needs and professional aspirations;
- all staff have a responsibility to involve themselves in school-provided CPD, and to actively participate in their personal career development.

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Principles

CPD is based on the following principles of highly effective professional learning:

1. Professional learning is focused on learner progress and achievement (and not just individual teacher need).
2. Professional learning is focused on and embedded in teacher practice (and not disconnected from the school). It is essentially liked to substantive, school related improvement.
3. Professional learning is informed by the best available research on effective learning and teaching (and not limited by what staff currently know).
4. Professional learning is collaborative, involving reflection and feedback (not just individual inquiry).
5. Professional learning is evidence based (not anecdotal) and its impact is measured quantitatively and qualitatively, e.g. through pupil voice).
6. Professional learning is ongoing, supported and fully integrated into the culture and operations of the school.
7. Professional learning is an individual and collective responsibility at all levels of the school (not just the whole school level) and is a professional obligation.

Support for a range of CPD activities

The school will support a wide portfolio of CPD approaches in order to maximise the impact on teaching and learning within the school. These CPD approaches may include:

Small group, collaborative CPD (e.g. Key stage, Year or Subject groups)	Collective participation in CPD can have a positive impact on teacher pedagogy and effectiveness. Team meetings and activities could include, for instance, diagnosis of student work/ progress; determination of success criteria; planning of teaching interventions; evaluation of teaching approaches.
Coaching and mentoring	Coaching is a powerful form of one-to-one learning, involving two teachers working and learning together. Teachers receive the support of a critical friend or mentor. A coaching or mentoring arrangement can be a particularly effective means of helping teachers to implement significant pedagogical changes /interventions in the classroom.
Action research	Action research is a process in which teachers determine focus questions based on their school or classroom situation, collect and analyse data from multiple sources, study and select interventions, implement their strategies, reflect, evaluate, share their 'lessons learned.'
Optional CPD sessions, e.g. Learning Briefings	Teachers have individual needs, different motivations for learning, and prior knowledge and experience that will impact on the type of learning they choose to engage in.
On-line CPD	On-line CPD includes: • flexibly delivered, self-paced PD sourced from outside sources or produced in house; • virtual networks that provide important sources of information and knowledge as well as the interpersonal support required over time for changing pedagogy. Subject or key stage specific networks, blogs and webinars (for example) can be important sources of CPD for those teachers who engage with them.
Job shadowing / job enrichment/enlargement	Job shadowing involves observing and discussing many aspects of a person's role / work. Learning can also occur through temporarily taking on a higher level of responsibility, e.g. an acting role

School visits	School visits can provide new perspectives, ideas and a professional network. Teachers observe, participate in or otherwise share good and successful practice.
External opportunities inclusive of courses, workshops and conferences	External CPD events provide new perspectives, ideas, access to CPD / teaching and learning materials and to a professional teaching network. This type of CPD has most impact when more than one teacher attends, when the CPD is shared and its impact evaluated. Presenting at conferences helps teachers to theorise their practice, builds their professional confidence and standing and raises the profile of DBS.
External study / qualifications	By pursuing further formal qualifications and other forms of external study teachers learn new skills, gain a fresh perspective on curriculum planning and delivery and meet the challenges and accomplishments that further study brings. For teacher's further study may offer expanded career opportunities. When teachers gain further professional learning qualifications the professional standing of the school is lifted.
Professional reading	Professional reading / viewing is one means of gaining access to specialised knowledge, new research and emerging ideas about learning and teaching.
Induction mentoring	An organised, programme for all new appointees.
NQT induction	A programme of induction to the teaching profession for the UK trained teachers, organised through a UK based Learning Authority and paid for by the school.
Inspection team membership	Inspection team membership provides an opportunity to find out into another school's operations in depth, to gain a greater understanding of the standards and to work alongside colleagues from a variety of schools.

Leadership and Management of CPD

A member of the School Leadership Team (the CPD Lead) will have responsibility for the leadership and management of CPD. This CPD Lead will form a CPD Committee with representation from each school section. The CPD Committee will be responsible for:

- including CPD as a priority within the school calendar;
- promoting CPD as a central element of Performance Management, school improvement and teacher effectiveness;
- identifying the school's CPD needs through mechanisms such as: impact of teaching on learning; achievement and progress; school self-evaluation; accreditation standards and reviews; analysis of performance management targets; curriculum driven priorities; monitoring processes; informal/formal discussions with individuals and teams;
- providing details on the range of internal and external CPD opportunities and disseminating information to the appropriate staff; maintaining and developing links with sources of CPD and ensuring that procedures for accessing information about CPD are available to all;
- quality assuring provision;
- evaluating the impact of CPD on teaching effectiveness and student progress;
- reporting to SLT about the main CPD priorities and budgetary implications; the provision and impact of CPD;
- ensuring that professional development from outside sources has an impact beyond the teachers that attended;

- providing mechanisms for updating records of CPD undertaken by colleagues, and advising Line Managers where there are issues of equality of access and involvement.

In conjunction with the Principal, the Vice Principal will manage the CPD budget. Some aspects will be devolved to Heads of School.

Planning for CPD
School arrangements for CPD need to balance the judicious use of resources with the range of development needs and aspirations held by the school and its staff. The following criteria will be used to inform the decision making process to achieve such a balance. CPD opportunities will be rated more highly when they:

- will positively impact on the effectiveness of a group of teachers, i.e. beyond individuals;
- help raise standards of pupil progress and achievement;
- meet identified school development priorities;
- result from Performance Management and are supported by line managers;
- are in keeping with the principles identified in this policy;
- are planned systematically and follow the agreed programme except when dealing with emerging issues;
- make effective use of resources;
- have effective monitoring and evaluation systems.

Assessing the impact of CPD
Annually the CPD Committee will assess the impact of CPD, especially in relation to:

- learner progress and attainment;
- improved teacher effectiveness as shown through monitoring processes;
- increased pupil understanding about their learning / self-direction of their learning as expressed through student voice;
- increased teacher confidence, efficacy and reflective practice as evidenced through line management processes;
- recruitment, retention and career progression / promotable staff as noted through staff surveys, exit interviews, retention data and staff career progression;
- value for money.

Applying for CPD funding
The school will include an identified amount in the annual budget, based on the number of teaching staff. This allocated amount will ensure that sufficient funds are available to respond to CPD requirements.

Academic staff are not guaranteed funding for a course, and must apply for funding and time away from school (as needed) using the correct CPD application form, through their Line Manager / Head of School. Decisions about requests will consider the following factors:

- the CPD supports a school priority;
- the CPD will positively impact on the effectiveness of a group of teachers, i.e. beyond individuals;
- the request is linked to a performance management target or is otherwise required for the fulfilment of the staff members' role;
- the CPD is approved by the Line Manager / Head of School;
- funds are available;

- the application is made on the CPD request form;
- the applicant signs a claw back agreement, that states that the staff member agrees to pay back costs (possibly on a pro-rata basis) should s/he leave the employ of DBS before the end of his / her employment contract or within 12 months of completing the course. Locally hired teaching staff will not be required to pay back funds should they have to leave Doha because of the circumstances of their spouse's employment.
- applications are made within published / agreed timeframes.

Required, funded CPD
All teaching staff that attend funded CPD must complete a claw back agreement that states if the course attendee leaves the employment of Doha British School within the next academic year all costs will be deducted from their final salary.

Self-funded CPD
When the school agrees that a member of the teaching staff can attend a CPD course that they have self-funded during school hours, the staff member will be regarded as being on school business. They will not lose pay for non-attendance at school.

5. Roles and responsibilities

The Principal is to:	• include the responsibility for CPD leadership within the remit of a member of the Senior Leadership Team; • monitor CPD provision.
The Vice Principal is to:	• form and lead the CPD Committee; • manage the CPD budget – devolving some aspects to Heads of School; • report to the Principal.
Heads of School are to:	• plan for and include regular CPD as a calendarised event that has a positive impact on teacher effectiveness / pupil progress; • integrate CPD into Performance Management processes; • manage devolved aspects of the CPD budget; • report to SLT on the impact of CPD.
Line Managers are to:	• integrate CPD into Performance Management processes; • ensure that monitoring processes are developmental for teachers and have a positive impact on teacher effectiveness.
Middle Leaders are to:	• include regular, planned CPD elements within meetings with the teams that they lead.
Teachers are to:	• take responsibility for their professional growth by actively participating in professional learning provided by / required by the school and independently of the school.

6. Related documents

Continuing Professional Development (CPD) Request Form
Performance Management Policy
Performance Management Procedure
Performance Related Pay Policy and Procedure

Thank you