

GEMS Cambridge International Private School Sharjah Professional Development Policy

Last Amended: August 2023
Policy Review Date: August 2024

1. Our Mission Statement

GEMS Cambridge International Private School Sharjah provides a world class, outstanding education whilst ensuring individual and collective excellence in learning, teaching and leadership. We empower lifelong learners for their future.

GCS provides bespoke training for all its staff to ensure that the professional needs of every staff member is met and they are equipped to meet the learning needs of every student thus raising the standards of students' achievement.

2. Our Aims

- To provide opportunity 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 develop 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. Identification of Priorities

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

- Recognising the school's needs through the School's Self Evaluation and School Development Plan.
- Identifying wider staff development needs through Departmental Action Plans
- Identifying staff's individual needs through the Performance Management Process conducted by Line Managers;
- QA of Teaching and Learning. (Learning Walks, Lesson Observation and Book looks)

4. Implementation of Professional Development at GCS

Ongoing and needs driven professional development is an obligation for all members of the school community.

Induction

New teachers are supported through a comprehensive induction programme and are paired with established teachers as buddies. Any teacher who joins midway through the year is provided with a bespoke induction plan based their needs and prior experience.

The CPD calendar is planned based on the needs of staff that is identified through induction feedback, the school development plan, lesson observations and the latest trends in education.

Whole School CPD

All staff will have opportunities to engage in professional development training at least once per week and it may be extended to twice a week as the need arises.

The Professional Development Schedule will allow for many of the different elements of staff development mentioned above to take place successfully. The programme of CPD sessions planned for each term has been carefully linked to the School Priorities.

Phase / Group / Individual CPD

- Bespoke professional development sessions are led by Senior leaders, Middle leaders and outstanding teachers as well as outside providers.
- Sharing of outstanding practices is a common feature at GCS. Professional development sessions or training are conducted by Senior Leaders, Middle Leaders, Outstanding practitioners as well as trainers from other GEMS schools.
- Peer observations, team teaching and modelling of lessons is an intrinsic part of the school and we ensure that each teacher has opportunities to observe outstanding practices in their year groups/departments, across year groups and departments as well as across phases.
- Middle leaders and Senior leaders to measure the impact of CPD through lessons observations and appraisals and amend the sessions if necessary.

Bespoke Leadership Training

Professional development of middle leaders and new leaders includes a tailored Middle Leadership Programme which includes face to face CPD as well as self-directed CPD. Middle leaders are also involved in lesson observations, book scrutinies and moderation meetings.

GCSE and A-Level Examination Training

Our secondary teachers have the opportunity to attend professional development courses offered by the International Examination boards for the subjects they teach.

Early Career Teacher Training

Early Career Teachers follow an ECT induction programme that meets all of the statutory requirements underpinned by the Early Career Framework (ECF) from 1 September 2021.

The bespoke induction programme for Early Career teachers is underpinned by the ECF, enabling ECTs to understand and apply the knowledge and skills set out in the ECF. For a full-time ECT, the induction period will typically last for 2 academic years.

The programme is quality assured by the **Educational Success Partners (ESP)** in partnership with Athur Terry Teaching School Hub (ATTSH), our **Appropriate Body** for ECT induction.

GEMS External Training

All GEMS employees are expected to attend mandatory self-directed, online PD. This includes:

- Safeguarding and Child Protection
- Information Security Awareness
- Fire and Emergency Procedures Training
- Anti-Bribery and Corruption Training
- Health Safety and Environmental Awareness
- Safer Recruitment
- Lockdown Policy and Standard Response Protocol

Self-directed CPD / Webinars

The self-directed professional development approach is adopted by GCS to enhance teachers' competencies as a result of GEMS policies or their own desire to further develop their own careers. CPD providers may include:

- Sharjah Education Academy
- GEMSU
- British Council
- Future Learn
- Differentiated Teaching
- Houghton Mifflin Harcourt
- Prospero Teaching
- Coursera
- ExploreLearning webinar series
- Education Perfect

Cluster Meetings and Webinars

Teachers and Leaders often attend network or cluster meetings/webinars as part of GEMS' or the school's aims to continuously improve the overall effectiveness of schools. This includes:

- BSME Network webinars
- SPEA Network webinars
- GEMS Network Cluster meetings
- GEMS PLD Cluster Meetings
- GEMS Principals' meetings
- External Network meetings

5. Evaluation of CPD

The quality effectiveness of CPD is evaluated through:

- Student outcomes
- Lesson observations
- Learning walks
- Book scrutinies
- Minutes of meetings
- Staff well-being (qualitative and quantitative measures)
- Recruitment, retention and career progression of staff

- Feedback from other stakeholders E.g. parents and governors
- Formal internal reviews (GEMS Review) and external inspections (SPEA, BSO)

6. Performance Management and the Application of the Professional Development Plan

Performance Development Planning (PDP) at GEMS Education is a shared process of regular communication between staff and line managers about work goals, performance, and development and career paths. Each staff member will develop a personal professional development plan that is aligned to the school's strategic and annual School Development Plan and reflects GEMS' standards of performance linked to teacher development and student learning outcomes and will include at least three sources of feedback to support learning.

The PDP process provides a mechanism to enable staff to develop themselves professionally through identifying their individual learning and development needs to support the achievement of their current work goals and long-term career aspirations.

The PDP process will:

- Enable staff to develop themselves professionally
- Guide professional aspirations and career paths
- Provide systematic, common measurement and rating framework
- Identify and support employee development

All employees will have a goal setting meeting in a documented format within three (3) months of joining or transferring roles.

Line managers and staff have a shared accountability to track goal progress and goal relevance throughout the year

The PDP cycle is aligned to the International Schools Academic Year from September to August, and is an ongoing process comprising of three main stages:

1. Goal setting (October/November)
2. Mid-year review and Goal update (February/March)
3. End of Year review and calibration (June/July)

For the success of GEMS and the engagement of staff it is vital that every employee has clear, measurable documented goals that are linked to the SMART GEMS Strategic Objectives.

- A staff member's personal professional development plan will include activities, which supports their personal pedagogy.
- The personal professional development plan will allow for staff wellbeing and support personal goals.
- Senior leader will be assigned the responsibility of professional development lead (PLD). Their role will be to inform staff of professional development opportunities, which in turn will reflect individual staff needs as identified in performance and development plans.
- The PLD will also play a role in coordinating and organising professional development activities for the whole school.
- Individual staff applying for external PD via will use the Phoenix platform - Professional Development module supported by the PLD.

The PDP form is confidential and should be treated with due care.

(See Appendix 1 GEMS Professional Development Plan Template)

Staff are encouraged to seek professional development from other staff members within the school and to share their learning with others.

It is the expectation that after staff have attended external PD they report briefly to the remainder of staff about the activity and its benefits etc.

7. Where there are concerns

If it becomes clear during informal drop-ins or a formal lesson observation that a teacher has not been performing their assigned work in accordance with what is expected of a teacher or there has been no improvement, they will be assigned to a performance development support plan and will be closely supported by their line manager as well as the SLT for responsibility for T & L.

Performance Development Support Plan Process

Phase 1 - Line Manager/HOY/HOD

First Six Weeks / New staff - Within a month of joining

Drop ins and Learning Walks

Record observations on GCS feedback form and on teacher profile document.

Give feedback to teachers and address any immediate concerns.

Line Manager meeting - staff will share feedback on their first month of employment but also receive feedback on their performance so far and targets will be set to work on.

Offer support in collaboration with the HOY/HOD.

Phase 2 - Line Manager

Personal Professional Development Action Plan.

Establish areas of concern/ development e.g. punctuality, emails, classroom management that have not been addressed since the initial observation.

Create Personal Professional Development Action Plan.

Set next steps (PD/personal targets) and identify support pathway.

Support examples:

Peer observation; liaising with the Head of Year, work with a buddy teacher, refer back to a past/upcoming PD session, further reading and research.

Set timeframe to achieve action plan targets.

Liaise with Head of Year / Head of Department for support to be offered.

Follow up with an email and inform Head of School and SLT.

Phase 3 - Line Manager

Formal Lesson Observation and Review of Professional Development Action Plan

If no improvement, concerned SLT member to meet with teacher to review action plan.

Notify teacher that a formal lesson observation will be conducted.

T&L coach and SLT member to conduct formal lesson observation and share outcome with Head of School.

Phase 4 - SLT /Line Manager

Support Plan

If a lesson observation outcome is Weak/ Very Weak - Head of School, SLT and HR to meet with teacher - Issue HR Warning Letter (letter of concern)

Create bespoke support programme with SMART targets

Examples of support: planning meetings; peer observations; team teaching; in school PD sessions; self-directed PD sessions; coaching sessions, weekly target meetings, weekly lesson observations.

Conduct weekly lesson observations and support meetings

Review bespoke support programme and targets and report outcomes to Heads of School/Principal

Make recommendations on retaining teacher/terminating their contract

Phase 5 - Head of School, Principal

Formal meeting with the Principal - possible termination of contract/failed probation.
Principal

8. Budget

A budget will be allocated to professional development each year and adhered to.

Budget implementation will allow over time, for the equity of resources amongst staff and include an amount for incidental professional development.

The Principal will be responsible for its implementation.

9. Appendices

Appendix 1

GEMS Professional Development Plan Example



GEMS PERFORMANCE DEVELOPMENT PLAN

DEVELOPING YOURSELF AND OTHERS

NAME	Teacher	DESIGNATION	Class Teacher
SCHOOL	GEMS Cambridge International Private School Sharjah	REVIEWING MANAGER	Line Manager

<p>Objective 1: – Standard: Students' Achievement. This will be a data based target.</p> <p>Attainment: A1). At least 50% (majority) of all students in your class are above expected level in relation to curriculum standards by the end of the year. (Maths, English, Science - GL Education Progress test , external examination results F2 – Year 12).</p> <p>Progress: P1). Very Good: At least 61% (large majority) of all students in your class make more than expected progress by the end of the year. Progress will be measured against the test results from the end of the previous year compared to the end of the current year's assessments. (GL Education Progress Test for Maths, English, and Science)/(Baseline vs Final results)/(Stanines and /or SAS)</p>		
<p>Initial Goalsetting Meeting (SMART):</p> <ul style="list-style-type: none"> • Students' Attainment – Majority (50%) of all students to achieve above expected level in relation to the National Curriculum expectations. • Students' Progress – Large majority (61%) of all students to make more than expected progress in relation to the National Curriculum expectations. 	<p>Development/Support (required to achieve goal)</p> <p>Support from SLT/HOY/HOD:</p> <ul style="list-style-type: none"> • Data PD sessions – GL/ CAT4/ NGRT • Pupil progress meetings to identify underperforming / focus students • Moderation meetings • Phoenix assessment training • HOY data meetings <p>Actions by teacher:</p> <ul style="list-style-type: none"> • Observe colleagues' lessons where more than expected progress is evident. • Keep Phoenix up to date • Keep end of unit tracker up to date • Monitor focus pupils and amend where necessary. • Ensure all lessons are differentiation where appropriate challenge and scaffolding is provided. • Support with Year 2 Phonics interventions 	<p>Evidence to be provided at review:</p> <p>Data - show evidence of 61% above expected progress from starting point to end of year result</p> <ul style="list-style-type: none"> • Feedback from formal lesson observations • Feedback from book looks and learning walks • Examples of lesson plans / weekly / termly planning – adapted to cater for the needs of targeted / Emirati students • Examples of lesson plans showing AfL opportunities • Records of CPD throughout the year • Examples of assessments • Pupil Progress documents • Phoenix Assessment records
<p>Mid-year review against targets: On track/not on track to meet target. List evidence.</p> <p>Final review against targets: Target met/ no met. List evidence.</p>		



GEMS PERFORMANCE DEVELOPMENT PLAN

DEVELOPING YOURSELF AND OTHERS

<p>Objective 2: - Quality of Teaching, Learning and Assessment To teach consistently Good to Very Good to Outstanding lessons.</p>		
<p>Initial Goalsetting Meeting (SMART):</p> <p>1. Differentiation: Lessons to include activities for all groups of groups of students (SEND, EAL, G&T, Emiratis, LA, MA, HA) Lessons should promote the language skills of students – EAL. Plan differentiated lessons focusing on stretching the more able students.</p> <p>2. Assessment, marking and feedback lesson planning, the learning environment and the use of time and resources including that of the TA/LSA;</p>	<p>Development/Support (required to achieve goal)</p> <p>Support from SLT/HOY/HOD:</p> <ul style="list-style-type: none"> • PD on Differentiation • Observation of colleague's lessons • Feedback from Book Looks • Feedback from formal and informal observations • Training focused on planning • SEND training <p>Actions by teacher:</p> <ul style="list-style-type: none"> • Reviewing Student Support Plans • Assessing teaching and learning at the end of each lesson • Observing Class Y2A and D to observe differentiation strategies • Each lesson is differentiated so each child can access the curriculum • Prepare a range of resources for students. • Visit Year 2 lessons where Lisa is teaching. • Meeting with Lisa regularly to reflect on lessons. 	<p>Evidence to be provided at review:</p> <ul style="list-style-type: none"> • Examples of CPD throughout the year • Lesson observation feedback/ drop-in/ learning walks / evidence of peer observations • Formal lessons plans • Lesson plans / weekly / termly planning with differentiated examples/ activities / • Examples of new / adapted resources • Evidence of sharing good practice
<p>Mid-year review against targets: On track/not on track to meet target. List evidence.</p> <p>Final review against targets: Target met/ no met. List evidence.</p>		

Objective 3:		
Professional standards and personal development		
The one most important key area/action point that will have the biggest impact on your personal development this year.		
Which area would you like to develop in order to be a better teacher/leader?		
<p>Initial Goalsetting Meeting (SMART):</p> <p>1. To further improve my knowledge of differentiation and support for EAL/SEN children.</p>	<p>Development/Support (required to achieve goal)</p> <p>Support from SLT/HOY/HOD:</p> <ul style="list-style-type: none"> Training focused on planning SEND training Feedback on marking Feedback on observations <p>Actions by teacher:</p> <ul style="list-style-type: none"> Ask HOY and SLT for feedback on marking Organise my time effectively that allows review of books each day Address misconceptions in next day lessons from marking process See Year 1 English lessons for ideas on differentiation 	<p>Evidence to be provided</p> <ul style="list-style-type: none"> Examples of students' work Examples of projects for G&T students/ Examples of student feedback / surveys Feedback from learning walks / book looks Formal lesson observations Feedback from students
<p>Mid-year review against targets: On track/not on track to meet target. List evidence.</p>		
<p>Final review against targets: Target met/ no met. List evidence.</p>		

PROFESSIONAL AND CAREER DEVELOPMENT	
My Professional and career aspirations with timing	Eventually improve my practice as classroom teacher whilst becoming familiar the NFE through teaching English.
Geographic and school mobility	Happy at GCS but also happy to move to another GEMS school in Dubai.
Development/support to achieve my career and professional goals	Mentoring from SLT and HOY

REVIEW STATEMENT		
	(to be filled in by reviewee)	(to be filled in by reviewer)
Overall assessment of performance including achievement of individual objectives		

SIGNATURES:			
Initial Meeting	Reviewer Line Manager	Reviewee Teacher	Date
Mid-Year	Reviewer	Reviewee	Date
End of Year	Reviewer	Reviewee	Date

Appendix 2

Personal Professional Development Action Plan Example



GCS Personal Professional Development Action Plan

Name:	Role:	Department/Year Group:	Date:
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Target	Target Date	Actions	Impact	Review Date
What targets have you/SLT identified?		What actions are you going to take?	List PD sessions that you have attended, support that you have received and examples of how this was implemented to reach this goal.	Target dates for progress review and completion.
•		•	•	
•		•	•	
•		•	•	
		•		

Signed: -----

Teacher

SLT

Date

Appendix 3

Support Plan Example



Memorandum

To:	
CC:	Albie Huyser - Principal
From:	
Date:	
Subject:	Professional Development Support Plan

Reason for Meeting:
 Throughout the past six months, (September – January), it has become increasingly evident that you have not been performing your assigned work in accordance with what is expected of a teacher. To date, there has not been any significant improvement. We value you as an employee. This memo’s intent is therefore to make you fully aware of this situation and to assist you in improving your work performance. However, it is important that you realise the responsibility to improve is yours alone. You are being placed on a performance development support plan for six weeks (include dates) and your work will be closely monitored by the Head of School.

You must demonstrate immediate improvement in the following areas:
 See Development Support Plan below.

Consequences: Improvement must occur immediately and must be maintained. If any portion of this improvement plan is not adhered to at any time during the specified timeframe, disciplinary action up to and including termination may occur. A decrease in performance after successfully completing the improvement plan may result in disciplinary action up to and including termination.

As always, we are available for you to discuss any concerns. A copy of this document will be placed in your personnel file.

Your signature acknowledges this discussion. It does not indicate agreement or disagreement with this plan.

Signed:
 Name

Signed:
 Head of School

Date:

Performance Development Support Plan					
Target	Action	Timescale Immediate – daily	Support from School	Monitoring / Evaluation /Review	Outcome (Review by ... 1 July 2024)



GEMS

مدرسة جيمس كامبريدج إنترناشيونال الخاصة بالشارقة
Cambridge International Private School
SHARJAH

Professional Development Target Letter

Staff Member's Name:

Designation:

Memo	Development Letter 1	Development Letter 2	Development Letter 3

Strengths	Areas of Development / Targets	Next Steps
•	•	•

Comments:

We would like to reiterate that you are a valued member of our GCS team and we are committed to supporting your professional development. As part of our GCS Performance Management and confirmation/continuation of service processes, please note your Targets and Next Step actions. You need to achieve these in order to meet GEMS/GCS required standards as a matter of urgency. Please be aware that regrettably, failure to achieve your targets may lead to non-renewal of contract/termination.

We appreciate your contribution to GCS and are looking forward to your full commitment to our vision of

Please meet the SLT with responsibility for T &L. the Head of School and/or a Senior Leader for guidance and support to ensure that you meet your Targets.

We wish you every future success.

Thank you.

Regards,

.....

Mrs. Albie Huyser

.....

Principal/CEO

cc. HR, Head of School.....

Letter received and understood.

Signed:.....

Date:

Comments: