



AFIA Professional Development Policy

Al Faisal International Academy

Muaither- Al Salam Street, Doha, Qatar 202461

alfaisalacademy.prim@education.qa

+974-44659256

+974-55652167

www.alfaisalinternational.com

Approved by	Governing Body
Last reviewed on	June 2024
Next review	June 2025

Professional Development Policy

PD policy aims to review and evaluate the provision of staff professional development needs and provides a comprehensive plan of training and professional development for all staff to enhance standards and quality of teaching, learning, administration and leadership at all levels.

Whole School Professional development plan is committed to provide professional development to entire staff at a whole-school, team, and individual level. It is expected that all members of the school community take an active role in their own professional development and support the development of their colleagues.

The Aim of Professional Development Training:

Professional Development (PD) enables the staff to develop the knowledge and skills they need to address students' needs. To be effective, professional development requires thoughtful planning followed by careful implementation with feedback to ensure it responds to educators' learning needs.

Educators/Employees who participate in professional development should put their new knowledge and skills to work. Professional development is not effective unless it causes employees to improve their skills and knowledge, teachers to improve their instruction and school leadership to become better school leaders. Employees should show willingness to improve by asking their managers for direction and advice or other related workshops.

The following are the main aims of the professional development policy:

- Improve the quality of learning and teaching.
- Enable the school to meet its curriculum aims based on its mission, vision and goals.
- Provide the highest standards of support and guidance to pupils.
- Facilitate long term and short-term school improvement and development plans.
- Contribute to professional aspirations and career progression of the staff.
- Keep the staff up to date with latest teaching methods and technology.
- Support and challenge strategic decisions to ensure the best outcomes for pupils.

Whole School Annual Professional Development Plan

SLT is responsible for the continued professional development of all staff and should ensure that the professional development balances the needs of the school and its development priorities, the development needs of each department and the career aspirations of individual team members.

The main responsibilities of SLT:

- To identify CPD needs through school self-study process, analysis of student achievements, recommendations of QNSA report and any other independent observers, analysis of appraisal and target setting and formal and informal discussion with SLT.
- Develop a comprehensive and equitable whole school professional development plan.
- Monitor and evaluate the quality and impact of CPD through formal and informal procedures.
- Report to the governing body on the provision and impact of CPD and the priorities for the following year.

The responsibilities of HR and Finance :

HR will

- Keep a consistent follow up on the annual whole school staff professional development plan and arrange workshops, forums and courses as required with coordination with school management.
- Coordinate with accredited training parties to facilitate external trainings for the staff.
- Allocate the professional development budget to all department fairly, in coordination with the Finance Manager.
- Prepare annual report on the PD expenses and give recommendations for the following year.
- Maintain up to date records of staff trainings, registration, and feedback forms.

Professional development strategies at AFIA:

1. Individual Professional Development Plan (IPDP):

- Each staff member will carry out a self-evaluation each year to evaluate his/her own training needs and the skills acquired during the academic year. All staff members will choose at least three professional learning targets for themselves for the next academic year.
- This self-evaluation will be reviewed by the supervisors or coordinators. They will discuss potential training programs or methods with their team members and come up with professional learning targets for each staff for the PDP.
- Individual PD needs can also be identified through the lesson observation process. SLT may also recommend a PD programme for the whole team or to a group of individuals to address a certain PD need.
- The director will finalise the whole school professional development plan based on individual PDP for all staff and SLT feedback and send this to HR.
- HR will set a budget for the PDP of each employee, in coordination with the Finance Manager.
- Employees should be flexible with the training dates and time that will be arranged by the HR according to the Program/Event schedule.

1. Induction PD:

All new staff will take part in a full induction programme. The aim of the induction is to offer the specific role training required for the job description and the opportunity to meet colleagues and be welcomed to the school community. Induction will consist of sessions which make staff aware of the school procedures, school ethos, Qatari cultural values and Islamic values and good behaviour management practices (pupils and staff) identified by the school prior to starting their new role. Induction will also include introduction to the school timetables, routines, expectations, lesson planning, day to day work procedures and policies.

New teachers will be supported with a full and comprehensive induction programme which features regular mentoring and support, lesson observations and feedback, and access to the school in-house programme. This will be coordinated by the SLT.

2. Professional development days:

Professional development days/ in-service training days (INSET) will be organised to meet the needs of the school and the various teams within. Agenda of the professional development programme is developed based on the whole school professional development plan, SWAP and department termly action plan points.

The purpose of INSET is to improve learning and teaching by:

- increasing awareness of latest educational developments and innovations.
- considering how to implement varied teaching strategies for different groups of learners.
- sharing examples of effective pedagogic practices to validate, as well as challenge, existing beliefs.
- improving team building by working collaboratively to exchange ideas, draw on evidence and expertise and discuss the impact of pedagogic practices.
- enabling staff to contribute to the delivery of the school's development and improvement plans.

4. In House PD and departmental PD plans:

The in-house PD programme will be a part of the annual PD plan and will be developed to meet the needs of staff. Regular sessions encourage development and collaborative work amongst colleagues. Staff will be encouraged to take an active part in participating and leading sessions. In-house PD programmes and departmental PD plans will be developed by SLT.

5. Peer Observations

During the academic year, all teachers will take part in peer observations where teachers will work collaboratively to observe each other's lessons and offer feedback using appropriate techniques. The aim is to share, refine and adapt practices across the curriculum, encourage deeper reflection and promote collaborative working.

6. Further development activities

Other activities that build on the professionalism of staff include, but are not limited to, the following:

- webinars
- visiting other schools
- MOEHE teacher training programmes
- Macmillan teacher training webinars
- formal and informal lesson observations and learning walks
- partnership work with other schools
- PD conferences and forums
- coaching and mentoring, job shadowing and peer support
- focus group meetings
- lesson observations and model lessons

Professional Development Resources

The school aims to make the best use of all available resources such as:

- in-school expertise; making use of the knowledge, experience and skills of staff;
- representatives of accredited professional training organisations
- experts and volunteers from a variety of institutions including other schools, government bodies and examination boards;

Registration Procedure:

The management team, along with HR team, will choose the training that is mandated in the employee's Professional Development Plan (PDP) or the outlined inadequacies/evolution needs of an employee's performance.

Employees will be asked by the management team to attend external training / programme / sessions / seminar /workshops on a specific date and time and to fill an appropriate form.

HR will register the employees with the proper arrangements.

PD Training Agreement:

The employee who participates in the workshop /training might occasionally be asked to train the other employees in order to share their new knowledge.

Educators/employees will be required to apply the new knowledge that has been learnt in the workshop/ training/ seminar etc. during the academic year. The following are important points about the PD training agreement:

a) Personal Details:

HR will provide the necessary details of the employee for registration purposes such as name, mobile number or email address or any other required details.

b) Cancellation

If an employee decides to drop or cancel a training/workshop, they will have to inform HR immediately. Employee is liable to shoulder any cancellation fees or unrecoverable amount paid by the school.

c) Absence

Employee will be liable to pay the amount paid by the school in case of failure to attend the agreed training/ workshop.

d) Attendance Certificate:

Employees should give a copy of their attendance certificate to be kept by HR as proof of attendance.

e) Fees:

AFIA management will set a budget for each employee at the beginning of the academic year to achieve the PD aims. If the employee's training has exceeded the budget; the employee has to pay the extra fees themselves.

If the employee resigns or leaves their employment within (6) six months from the date of the training / workshop, the full cost of the training must be repaid by the employee and will be deducted from any final settlement pay.

PD Follow Up:

The quality and short-term effectiveness of CPD will be evaluated through the workshop feedback form that the participants are required to complete after every workshop. This will indicate how he/she will disseminate the information / training to other members of staff and highlights the usefulness of the sessions attended.

The SLT will be responsible for monitoring and evaluating the impact of the PD programme / plan. This will be undertaken in a variety of ways including the immediate evaluation of the participants, longer term follow-up or informal discussion with colleagues about improved practice. The SLT will report to the Governing Body on the benefits of the CPD undertaken and future needs in the annual report.

The long-term effectiveness of CPD will be evaluated through:

- student achievements
- lesson observations.
- learning walks and class drop ins
- minutes of subject meetings
- behaviour incident data
- attendance and turnover data
- Heads of Department and pastoral meetings, governing meetings
- staff wellbeing data (qualitative and quantitative measures)
- recruitment, retention and career progression of staff.