

LANDAU SCHOOL

Staff Professional Development Policy

LANDAU School believes that staff is its greatest asset and therefore continuous professional development and learning are necessary to maintain professionals who contribute effectively to the achievement of School's goals. Professional Development is a priority for all staff members of LANDAU School. LANDAU School is committed to fostering favourable conditions for continuous learning. PD is one of the tools to motivate and develop our community on an individual, team and whole school level. All staff have opportunities to discuss their professional needs through performance management and appraisal (See Performance Management Policy).

The main aims of LANDAU School continuous professional development policy

- To improve the quality of teaching and learning;
- To help NQT's gain experience and training;
- To contribute to professional aspirations and career progression;
- To meet curriculum aims of the School Program;
- To provide the highest standards of support and guidance to students;
- To improve achievement (exam results);
- To improve and develop as a school;

All staff and governors have a responsibility to utilise CPD to develop their knowledge and skills as well as increase their capacity to be positive role models to students as lifelong learners.

The Teachers' Standards set out a number of expectations about professional development; namely, that teachers should (See Teacher Code of Conduct):

TS1 Set High Expectations which inspire, motivate and challenge

TS2 Promote good progress and outcomes by pupils

TS3 Demonstrate good subject and curriculum knowledge

TS4 Plan and teach well-structured lessons

TS5 Adapt teaching to respond to the strengths and needs of all pupils

TS6 Make accurate and productive use of assessment

TS7 Manage behaviour effectively to ensure a good and safe learning environment

TS8 Fulfil wider professional responsibilities

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Indication of need

- Principals, Deputy Principals, Heads of Departments identify training and development priorities; the needs are also identified during performance appraisal interviews;
- Based on the needs Heads of Departments and Deputy Principals draft a plan for individual, team (department) and whole school levels;
- Individual CPD needs are easily identified through lesson observations;
- Departmental CPD needs are identified through overall analysis of departmental lesson observations, exam results and departmental meetings;
- Opportunities are also offered to teachers on a voluntary basis;
- HR Department also analyses teacher/staff surveys and personal meetings to conclude the needs for CPD's

PD approaches may include:

- attending a course or a conference;
- completing online training;
- attending internal training using the expertise available within the School:
 - pedagogic practices for different subjects and contexts,
 - coaching skills,
 - pastoral skills;
 - leadership development;
 - practical experience, e.g. external examination marking,
- delivering INSET and external training;
- School-based collaboration, e.g. Practitioner Partnership, department meetings, Heads of Department meetings, pastoral meetings, standardisation and moderation, working parties to research and develop aspects of learning and teaching;
- external collaboration, e.g. contributing to and delivering a training programme, co-ordinating or supporting a local or national learning forum or network, school visits to observe or participate in outstanding practice;
- school-based work overseen by an external consultant, adviser or relevant expert;

LANDAU Academy

LANDAU Academy is a great opportunity for prospective teachers to experience the specific style of education followed by the LANDAU School. The main objective of the course is to introduce applicants within our system to both theoretical and practical approaches to education, primarily based on the British educational system, but modified to meet the needs of the international community.

The course consists of a series of lectures conducted by qualified teachers, practical work, lesson observations, demonstration lessons, and exams. This project prepares potential teachers in the field of Secondary School IGCSE, A-Level (Math, Biology, Chemistry, Physics), Primary School, SAT (English, Math, Biology, Chemistry), IELTS, and TOEFL.

There are several selection requirements for the candidates, such as enthusiasm for teaching, IELTS or comparative level of English qualification, university level education, and teaching experience.

The participants are required to pass up to 5 tests over the 30 training sessions. The target average participation standard of 80% or higher also has an impact on the final evaluation. At the completion of the project the results of the tests, observation lessons, demo lessons, and attendance records are collected and reflected in the certificates. Certificates may vary for high achievement, and just for completion, based on the performance of the participants shown during the project.

Induction

All staff receive a planned induction in school by Senior Management Team (School structure, departments, class lists, timetables, resources etc), Human Resources (Staff Handbook, code of conduct), Operations and IT Departments (Online Portal/IT Equipment around school, Ticket System, School Email etc).

Line Managers, Heads of Department, Senior Leaders have discrete responsibilities within this process. Every new member of staff receives a handbook (HR Handbook, Staff Handbook, Departmental Handbook).

Induction consists of sessions which support staff with the procedures, ethos and good practice identified by the school prior to starting their new role.

In-Service Training (INSET)

The School holds in-service training days (INSET) during the academic year. The INSET programme is planned in advance by the Senior Management Team, the content of which is informed by the needs of the School.

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

- increasing awareness of educational developments and innovations;
- improving pedagogical knowledge and specialist knowledge,
- considering how to implement pedagogic practices successfully in different contexts;
- sharing examples of effective pedagogic practices to validate as well as challenge existing beliefs;
- 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;

The School aims to make the best use of all available resources and will draw from providers such as:

- in-school expertise; making use of the knowledge, experience and skills of staff;

- representatives of agencies or independent organisations or individuals who have specific areas of expertise;
- a variety of institutions including schools, universities and examination boards;
- local authority experts (Health and Safety, SETEM)

Further Development Opportunities

Further development activities for staff are both for groups and personalised to meet individual need. All contribute to the school direction and vision:

- External course attendance
- In-house CPD programme (leadership and attendance)
- Exam marking training
- IGCSE/A level Exam/Course training
- Membership of professional organisations
- Internal leadership courses such as the ‘Aspiring Middle Leaders’ programme
- Formal and informal lesson observations
- Partnership work with other organisations (STEP IT, British Council etc)
- Deliver of CPD at conferences as part of Teaching School work
- Mentoring of new staff/trainee teachers

The long-term effectiveness of CPD is evaluated through:

- student outcomes;
- lesson observations;
- minutes of subject meetings, Heads of Department and pastoral meetings, full governing body and governor committee meetings;
- staff well being (qualitative and quantitative measures)/surveys;
- recruitment, retention and career progression of staff.

APPENDIX 1 (Extract from HR Department Handbook)

1. Talent Development

1.1. Career Planning

LANDAU School's management supports the opportunity for each employee to develop their career and therefore has developed and approved LS-HR-P-02/ Employee Competence Assessment Procedure. According to this procedure, at the end of each year, high-performing employees are offered vacancies for career advancement (if open vacancies are available).

1.2. Training

Training development process covers all employees of LANDAU School and is applied based on the following objectives:

- Increase productivity by developing employees' knowledge and skills
- Introduce new technologies to the school's staff
- Improve the quality of services, as well as corporate and personal efficiency
- Prepare employees for higher positions, raise leaders.

Main principles of training and development:

- Centralization of the trainings
- Compliance with the company's strategic goal
- Compliance with the annual training plan
- Compliance with the approved budget
- Selection of an appropriate time and location
- Prioritization of internal trainers
- Compliance with corporate culture
- Compliance with grade level and position

Types of the trainings:

1. Specialization trainings

Trainings related to the specific functions or processes.

2. Certification programs

Courses organized to train specialists for professional certification in various fields.

3. Management trainings

Trainings to improve management skills, knowledge and abilities of management team and those planning to be promoted for management positions.

4. Individual development trainings

Trainings for the personality development including soft skills.

5. Quality systems trainings

Training on quality system and health & safety.

The initial information for the training and development plan is based on the results of the performance appraisal of each employee which is conducted according to the Employee Competence Assessment Procedure/LS-HR-P-02. The improvement areas for each employee are identified based on the results of the performance appraisal and the required trainings are included in the LS-HR-F-20/Annual Training Plan.

Training needs can also be identified in other ways and by other means. In this case, the required training is indicated and justified in the Request for the Training Form/LS-HR-F-17. This form should be filled out by the head of the department/direct supervisor and submitted to the HR department.

In the beginning of the academic year, the HR department includes trainings planned for the following year in LS-HR-F-20/Annual Training Plan and submits to the CEO. The plan includes the type of the training, in-house or external, and the reason for the training request. In-house trainings are usually delivered by senior members of the team. In cases where specialized, high quality trainings are to be provided to the team members with no appropriate in-house alternative, out-sourcing the training is considered.

Annual training budget is developed based on the information in the annual training plan. The annual training budget should include all training expenses.

The changes and modifications to the annual training plan can be made based on the feedback from the CEO.

APPENDIX II (PD Secondary School in the past 3 years)

Trainings 2018-2019

- In-house CPD: Professional Development Sessions April-May-June - Every Wednesday (Senior Management Team)
- Departmental Subject Knowledge Trainings - June - 2 weeks (Heads of Departments)
- School Consultant: David Draper's sessions - throughout the year (3 times per year)

Trainings 2019-2020

- Pedagogical Trainings - August 2019 (Aysel, Konul)
- Induction/School Orientation Trainings - August-September 2019 (Senior Management Team)
- Lower Secondary Trainings - November 2019 (External/UK)
- How to conduct Online Lessons/Remote Teaching during Pandemic - March 2020 (SMT/IT Department)
- Departmental Subject Knowledge Trainings - June 2020 (Heads of Departments)

Trainings 2020-2021

- Induction – August 2020 (SMT/HR/IT)

- Pedagogical Trainings - August 2020 (SMT)
- Departmental Subject Knowledge Trainings - August 2020 (Heads of Departments)
- Departmental Specific Trainings - October 2020 (Heads of Departments)
- HR Department Training - October 2020 (HR Team)
- School Psychologist Training on Communication - December 2020
- APTIS exams organised by British Council / LANDAU School – December 2020 / Spring 2021 (upcoming) / (school sponsored /
- PTE course organised (school sponsored / for English Department Teachers)
- IELTS/English course organised (school sponsored / for Science, Humanities and Maths Department Teachers) - ongoing
- MATHS Teachers – Maths Specific Trainings (A level, Calculus, National Curriculum, SAT, ACT Maths organised by Leznik&Co Courses)
- ACT Science – for Science Teacher – April-June
- CPD Sessions (Assessment for Learning, Behaviour Management, Exam Invigilation, Form Tutor roles) - April-May
- SETEM trainings
- First Aid Online Course
- Cambridge Online Webinars (May-June 2021)

APPENDIX III (PD Primary School in the past 3 years)

Trainings 2019 – 2020

- Induction/School Orientation Trainings - August-September 2019 (Senior Management Team)
- Induction – August 2020 (SMT/HR/IT)
- Pedagogical Trainings - August 2020 (SMT)
- Departmental Subject Knowledge Trainings – September till June - 2 times a week (Maths)
- School Consultant: David Draper’s sessions - throughout the year (3 times per year)
- Pedagogical Trainings - August 2019 (S. Rao and E. Musayeva)
- Lower Primary Trainings - November 2019 (External/UK)
- How to conduct Online Lessons/Remote Teaching during Pandemic - March 2020 (SMT/IT Department)
- Departmental Subject Knowledge Trainings - June 2020 (Heads of Departments)
- HR Department Training - October 2020 (HR Team)
- School Psychologist Training on Communication – November 2020

Trainings 2020-2021

- Induction/School Orientation Trainings - August-September 2019 (Senior Management Team)
- Induction – August 2020 (SMT/HR/IT)
- Pedagogical Trainings - August 2020 (SMT)
- Departmental Subject Knowledge Trainings - August 2020 (Science and Maths - Heads of Departments).
- How to conduct Online Lessons/How to use the devices - (IT Department)
- HR Department Training - October 2020 (HR Team)
- School Psychologist Training on Communication – January 2021
- APTIS exams organised by British Council / LANDAU School – December 2020 / Spring 2021 (upcoming) / (school sponsored / teaching assistants)
- IELTS/English course organised (school sponsored / for teaching assistants) – ongoing.
- How to motivate the pupils during online lessons. – David Draper (online PD session) January 2021
- Enquiry based approach learning – Shabnam Hayderzade – External trainer (online PD session) January 2021
- SETEM trainings
- First Aid Online Course
- Cambridge Online Webinars (May-June 2021)