Cambridge Assessment
International Education
Cambridge International School

An Educational Initiative of
STS Group

DPS STS SCHOOL
DHAKA

DPS STS Professional Development Policy

1   POLICY BACKGROUND

Since its foundation in 2009, the school has had a strong commitment to the professional development, offering a wide variety of in-house and external training opportunities for its staff, especially for staff teaching within the Cambridge programme.

This policy is designed to sustain and advance the already strong commitment to PD established since the school was founded.

2   POLICY OBJECTIVES, PRINCIPLES AND SCOPE

2.1   OBJECTIVES

2.1.1   School improvement

If the most valuable asset a school has are effective and committed staff, a well-designed programme of Professional Development is a major factor affecting the continual improvement of the school and an important objective of this policy.

2.1.2   Distributive leadership

Key to school improvement is the delegation of leadership responsibilities to senior and middle leaders and therefore a central objective is also the development of a group of highly trained DPS-STS leaders who will supervise staff in the PD programme.

2.1.3   Career pathway

This policy will also assist any member of staff to identify and aspire to a clear and realistic career pathway within the school, while developing a range of professional competencies.

2.1.4   Recruitment and retention of staff

A strong professional development programme is vital for attracting the best, most suitably qualified and experienced new staff to teach at DPS-STS school, while also providing a major incentive for committed, established staff to stay.

2.1.5   Knowledge and skills

The policy will ensure that staff are trained during their service at DPS-STS school so that they can offer knowledgeable, skilful teaching, pastoral and other support services to the benefit of STS students.

2.1.6   Consistency

By establishing clear standards and procedures, the professional development the policy is designed to establish **consistently** good professional practice at the school.

2.1.7   Cambridge PDQ and Google Educators centres

This policy will promote the development of the school as a centre offering Cambridge International's

Professional Development Qualification and the Google Educators programme.

2.2 PRINCIPLES

2.2.1 Impact on learning

A primary aim of all professional training at the school – whether for leadership, academic or support staff – is to have a positive impact on the learning of students.

2.2.2 Equity and access to training

All staff will have access to a variety of appropriate training and professional development opportunities, delivered both by inhouse trainers and external experts.

The policy is also designed to enable transparency of procedure, keeping staff well-informed about career development opportunities and expectations.

2.2.3 Training the trainers

Small groups of senior and middle leaders will receive intense early training to enable them to lead, supervise and monitor the professional development of the people they line manage.

2.2.4 Annual PD Priorities and long term objectives

The annual PD plan must be focused, describing priorities clearly for the school year and while also showing how they are linked to longer (3 year) perspective.

Please see Appendix 7.1 for the current year's focus (2020 – 21).

2.2.5 Professional standards

All staff are regarded as professionals, taking pride in their jobs for the sake of the students. Commitment to professional development is an expectation and will be linked to the establishment of a set of professional standards appropriate to their roles.

A summary of the areas for professional standards to be set at the school appears as Appendix 7.2

2.2.6 Reflection and feedback

Continual improvement an important principle. Having undergone any training, staff will have the opportunity to complete a feedback form to assist the trainer in (a) evaluating its effectiveness and (b) developing and improving the course for the future.

2.2.7 Value to the school

All training must be cost-effective. There is likely to be greater depth and better planning achieved in implementing the school's programme if relatively large numbers are trained. This means that training will generally speaking be received via an on-line or blended course delivered in Dhaka, rather than by undertaking an overseas trip. Any exceptions must be debated by the both the PD committee, the SLT and then approved by the board.

2.3 SCOPE

2.3.1 For all employees

This policy applies to every employee of DPS-STS school. There is also an expectation that companies running outsourced services for the school will adopt the principles and practices of the policy. This will play a major part in the award of any contract.

2.3.2 External sources of PD

The school is committed to training provided by external experts. There are five types of external PD

that could be provided in this way:

1. Relevant online courses
2. On campus courses run by visiting trainers.
3. Approved courses run off campus either in Bangladesh or overseas.
4. Blended online and face-to-face courses.
5. Ongoing advisory support, mentoring and coaching for senior and middle leaders as they implement change at the school.

All external courses and support must be justified in terms of impact on learning and cost effectiveness.

2.3.3   In house PD

The school also values training carried out by its own staff. There are two main types of in house PD

1. Short courses given by trained senior leaders to enable the implementation of change and promotion of school policy.
2. Talks and presentations given by colleagues to each other to enhance relevant skills and understanding.

The most effective in house training will be focused on school priorities and be designed to have an impact on effective student learning,

3   MAJOR POLICY PROCEDURES

3.1   THE PD COMMITTEE (PDC)

Professional Development planning is overseen by the PD Committee which will consist of the Principal, Vice-Principal, Business Manager, Head of Juniors, Head of IT and two others co-opted to the committee, one form Pre-primary/Primary and one from Secondary. The committee will be chaired either by the Principal or Vice-Principal, and will meet in August, October , December, January, March and May.

The Corporate Affairs Manager will supply logistical assistance to the PDC, drafting and circulating agendas for and records of actions arising from the meetings.

3.2   PD CENTRES AND COURSE SUPERVISORS

3.2.1   PD Centres

There are four PD Centres in the school:

Junior; Secondary; IT and Support staff

The Leaders of these centres report to the Chairman of the PDC

The PD Centres are chaired by the Head of Juniors, Head of Secondary, Head of IT and the Business Manager.

3.2.2   Course supervisors

Each major PD initiative is overseen by a Course Supervisor appointed by the relevant PD centre and approved by the PDC Chair. The Course Supervisor is responsible for the implementation, monitoring and assessment of the assigned course. The Course Supervisor will also write the Implementation Plan and Impact Report

3.2.3   PD Structure

3.3 THE ANNUAL PROFESSIONAL DEVELOPMENT PLAN

The most important task of the PD Committee is to design, cost and implement the annual PD plan.

Incorporated into the plan will be clear, assessable long term objectives to be achieved by the programme.

Proposals for courses to be included in the annual plan may come from the Board, the Senior members of the PDC or the four PD Centres.

The proposed annual PD plan for the coming year will be finalised and costed by the committee and presented to the Board in February of the current year. The framework for the Annual Plan is shown as Appendix 7.4, and the time frame for writing the Plan is shown in Appendix 7.7.

A contingency budget of no more than 33% and no less than 20% of the annual PD budget will be reserved for unforeseen spending.

Prioritising

3.4 PROPOSALS FROM THE BOARD AND SENIOR LEADERS

The Board, Group CEO, Principal and Vice Principal will propose key elements for the annual plan to be discussed in the PDC. The Principal, Vice Principal and Business Manager will shape and cost these proposals which will then be presented to and discussed by the PDC.

These initiative are likely to involve large scale projects such as the ongoing establishment of the CAIE PDQ Centre.

3.5 PROPOSALS FROM THE PD CENTRES

The PD Committee will also consider proposals for the Annual Plan from the four PD centres:

1. Pre-planned, costed proposals submitted by the Primary SLT, Secondary SLT, Head of IT or Business Manager for the coming year. These are to be submitted to the PDC by November 30th of the current school year or before for discussion by the PDC and a final decision in their December meeting.

2. Proposals made during the current year for spending from the contingency PD budget. These may be proposed to the PD Committee by the Board, Company CEO, Head of IT, Business Manager or the Campus SLTs.

Individual staff members wishing to make a proposal need to present to the relevant PD Centre via Campus SLTs, the Head of IT and Business Manager who will take the proposal forward to the PDC for discussion.

The Template for writing a proposal for the Annual Plan can be seen in Appendix 7.3

3.6 SOURCES FOR THE ANNUAL PD PLAN

3.7 IMPLEMENTATION PLAN

All approved professional development initiatives must be accompanied by a short implementation plan, which will describe

1. Objectives of the training expressed in terms of impact on learning.
2. Responsibilities for implementation and dates
3. How the effectiveness of the training can be simply assessed.

The Template for writing an implementation plan can be seen in Appendix 7.5

3.8 SHARING NEW IDEAS

Having attended an approved course either individually or in a small group, a member of staff will meet with his or her line manager to discuss how the course has affected their professional understanding, and how any new ideas could benefit colleagues. Between them they will decide how these new ideas might be shared in their department, grade team or school secion, and with whom. There will be a short report made to the chair of the PDC, and any further action will be discussed at the next PDC meeting. A template for this report can be seen as Appendix 7.6.

3.9 MONITORING THE IMPACT OF PROFESSIONAL DEVELOPMENT

It is the task of the members of the Campus SLTs, the IT Manager and the Business Manager to monitor the effectiveness of major external and inhouse Professional Development programmes which are taking place in their PD Centre. They will write short reports for the PDC assessing the completion and impact by completing an implementation tracking plan which is created as soon as the programme is approved and completed as the course proceeds.

The template for an implementation tracking plan, can be seen in Appendix 7.7

PDC members might report on minor in-house presentations to the committee, but there is no requirement to submit a tracking plan.

3.10 EVIDENCE FOR THE IMPACT OF PROFESSIONAL DEVELOPMENT

Evidence to show the effectiveness of a course or PD session will vary, but is likely to include the following:

- Post training feedback from trainees using a short online survey
- Conversation between staff and their professional mentor and line manager
- Self and line manager evaluation
- Assessment of the quality of lessons
- Student feedback

A template for preparing a short online survey is shown in Appendix 7.8

3.11 LINKS WITH STAFF EVALUATION

An individual's annual professional evaluation, will highlight particular needs for Professional Development.

This policy should therefore be used in parallel with the school's prevailing professional evaluation programme.

4 RESPONSIBILITIES

4.1 BOARD

The Board is responsible for approving the Annual PD Plan during the February Board meeting, so that it can be incorporated into the following year's budget.

The Board and Group CEO may also make proposals and suggestions about priorities for the PD Committee to follow up after this meeting.

4.2 THE PD COMMITTEE

The PD Committee is responsible for

1. Setting long term (3 year) targets for the school's PD programme, incorporating these into the annual PD Plan and assessing progress towards them on an annual basis.

2.   Setting the focus and priorities for the Annual PD plan and asking the Campus SLTs, Head of IT and Business Manager to make proposals to meet these priorities.

3.   Considering proposals submitted through the approved channels (See 3.3) for incorporation into the new annual plan.

4.   Preparing and presenting the Annual Plan to the Board (February) with the business Manager setting out the budget for the plan.

4.3   THE CHAIR OF THE PD COMMITTEE

The chair of the PD committee is responsible for the Professional Development Policy and Annual Plan across the whole school, and will liaise regularly with the Head of Juniors, Head of Secondary and Business Manager in order to ensure the plan's smooth implementation.

4.4   CAMPUS SENIOR LEADERSHIP TEAMS

The two Campus SLTs are responsible for development, implementation and monitoring of all Professional Development in the Pre-primary/Primary and Secondary PD Centres.

The Head of Juniors and Head of Secondary are responsible for PD in their PD Centres.

4.5   BUSINESS MANAGER

The Business Manage is responsible for leading the development, implementation and monitoring of all Professional Development in the Support Team PD Centre

4.6   HEAD OF IT

The Head of IT is responsible for leading the development, implementation and monitoring of all Professional Development in the IT PD Centre

5   AMENDMENTS

STS Capital Ltd. has the unilateral right, including without limitation to amend, supplement, modify, alter or review this policy and make any changes to any other rules, structure, curriculum, board certification, Policy or name of the DPS STS School at its sole discretion at any time, including during, before/after an academic year.

6   REVIEW

The Principal and vice-principal shall be responsible for organising the annual review of this policy within the PD Committee and its associated procedures. Any changes made must be approved by the Board.

7 APPENDICES

7.1 CURRENT YEAR'S FOCUS

The focus for 2020 – 21 involves:

1. Initial training to establish the school as a Cambridge PDQ centre.
2. Ongoing subject based training for Cambridge Primary, Lower Secondary IGCSE and A Level.
3. Bespoke general Cambridge training for Primary and Secondary teachers.
4. Ongoing training for Pre-primary staff for the delivery of the EYFS.
5. Training for middle leaders in the observation of lessons and for giving feedback to staff.
6. General and specialised Health and Safety training for all staff, especially 'Key Support Workers' (health staff, cleaners, catering staff, security staff and transport staff)

7.2 PROFESSIONAL STANDARDS

Staff development will be assessed using a series of standards descriptors for the following professional areas:

Teaching (EYFS & Cambridge)	Leadership	IT
Finance	Front desk	HR
Facilities	Administration	Catering
Transport	Security	Cleaning

7.3 PROPOSAL FOR A TRAINING COURSE

PD Centre	PP& P/Sec/IT/Bus	Proposer	
Date		Date(s) of course	
Course title			
Course focus			
Course objective			
Course location			
Course content			
Links to 3 year objectives			
Costs to school			
Evidence to assess impact			

7.4 FRAMEWORK FOR THE ANNUAL PD PROPOSAL TO THE BOARD

a. Objectives
b. Links to policy principles

Approved:

    c. Three year targets

    d. Focus and targets for the year

    e. Training to be provided by external trainers in coming year

        i. Pre-primary

        ii. Primary

        iii. Secondary

        iv. Leadership

        v. IT

        vi. Support staff

        vii. Health and safety

    f. Main training to be provided inhouse in coming year

        i. Pre-primary

        ii. Primary

        iii. Secondary

        iv. Leadership

        v. IT

        vi. Support staff

        vii. Health and safety

    g. Costing summary

        i. Pre-primary

        ii. Primary

        iii. Secondary

        iv. Leadership

        v. IT

        vi. Support staff

        vii. Health and safety

        viii. Contingency for unbudgeted items
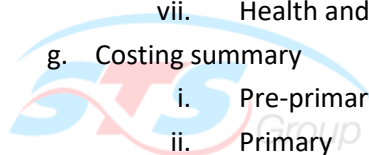
7.5 IMPLEMENTATION PLAN TEMPLATE

PD Centre	PP& P/Sec/IT/Bus	Course supervisor	
Trainer (s)		Date(s) of course	
Course title			
Course focus			
Course objectives			
Attendees			
Implementation timeline			
Evidence that will demonstrate impact			
Link to the 3 year targets			

7.6 COURSE REPORT AND SHARING   DATE OF REPORT:

PD Centre	PP& P/Sec/IT/Bus					Date(s) of course				
Trainee										
Course title										
Course focus										
Course evaluation	1	2	3	4	5	6	7	8	9	10
	Poor/irrelevant					Useful			Important	
Main learning points										
Worth sharing?										
Colleagues to share ideas with										
Means of sharing										
Date										

7.7 TRACKING PLAN template

PD Centre	PP& P/Sec/IT/Bus	Course supervisor	
Trainer		Date(s) of course	

Course title	
Course focus	
Course objective	
Evidence being used to assess impact 1. 2. 3. 4.	Date: Evidence observed or analysed: Date: Evidence observed or analysed: Date: Evidence observed or analysed:
Assessment of impact to date	
Progress towards 3 year target	

7.8 TEMPLATE FOR SHORT ONLINE POST TRAINING FEEDBACK

Title of training:

Date of training:

Trainer:

Feedback

1. **Teacher details**
   a. Teacher name
   b. Grades taught (tick all relevant boxes)
   c. Subjects taught (tick all relevant boxes)
2. **The situation before the training**

Were you already using xxxxxxx before the training? (Tick one box)

   ➢ Yes, every week
   ➢ Yes, occasionally
   ➢ No

3. **The impact of the training**

Please answer 'Agree strongly; agree; neither agree nor disagree; disagree; disagree strongly' to questions 3a to 3f

   a. The training has encouraged me to xxxxxxxx
   b. I am able to see the relevance of using xxxxxxxx in my teaching
   c. I am now confident in using all aspects of xxxxxxxx
   d. I have further questions about the use of xxxxxxx
   e. I would like to attend a further Q & A and discussion session about xxxxxxx

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Approved:

f.   I would like to find out more about how teachers are using xxxxxxxx

4. **My question**

This is the question I would like to ask about the use of xxxxxxx

7.9 PD Calendar

Month	Meetings	Likely events and agenda
June / July	PD Centres	Start of year training
August	PDC Meeting: PD Centres:	**Possible PDC Agenda** **Current year** Review of start of year training – reports from PD Centres **Coming year** Publicise planning and proposal process Initial discussion about PD priorities for the coming year **PD Centres** PD proposals discussed Current training reviewed
September	PD Centres	**PD Centres** PD discussions in PD Centres and those approved forwarded to PDC Members PD training reviews Ongoing training
October	PDC Meeting	**Possible PDC Agenda** **Coming year** Focus for coming year – further discussions Early proposals discussed Reminder for final proposals **Current year** Impact reports from PD Centres Progress towards 3 year targets assessed against evidence from PD Centres
November	PD Centres	Proposals prepared and sent to PDC Members Ongoing training Deadline for following year's proposals (November 30th)
December	PDC Meeting	**Possible PDC Agenda** **Coming year** Discussion of proposals Annual focus for following year set Initial PD budget discussion **Current year** Impact reports for programmes being carried out Contingency plan requests
January	PDC Meeting	**Coming year** Annual plan prepared and costed for Board presentation **Current year**

		Impact assessment for August – January Progress towards 3 year targets
February	Board meeting	**Current year** Progress and impact report presentation **Coming year** Annual PD Plan presentation
March	PDC Meeting	**Coming Year** Adjustment to annual plan in line with Board comments Adjusted plan and budget sent to board for approval
	PD Centres	**Current Year** Ongoing training Ongoing impact reviews
April	PD Centres	**Current Year** Ongoing training Ongoing impact reviews
May	PDC Meeting	**Coming year** Planning for new year **Current year** Final reports from PD Centres on current year training Overall assessment of progress towards long term (three year) targets
June		