



STAFF DEVELOPMENT POLICY

1. Rationale

Staff development is the process of staff learning which aims to increase the effectiveness of all staff (teaching and non-teaching) as individuals and as team members. It is in keeping with the School's mission statement and is set in the context of the current Development Plan and the Performance Review and Staff Development Policy for teaching staff. It therefore enables staff to contribute to the School's vision and goals and to fulfil its guiding principles. The process should ensure mutual benefit for staff and pupils.

2. Purposes

The staff development process will:

- contribute to improving and developing the overall effectiveness of the school, raising pupil achievement and meeting the needs of pupils, parents and the wider community;
- ensure job satisfaction, personal achievement, individual and team effort, thus providing for personal advancement within the School or outside it;
- improve and develop teaching, management and other job related skills in the context of changing educational needs;
- build co-operation between staff of all sections of the school;
- ensure that all staff are valued and recognised as the School's most important asset.

3. Guidelines

All staff development activity is planned in the context of the School's aims and values.

Financial and other resources for staff development are allocated annually and apportioned in accordance with School priorities for strategic development and continuing professional development. Financial assistance for individual teachers studying for qualifications such as Masters is determined according to the guidelines attached to this policy.

Staff are supported in determining their own development needs. The School will endeavour to assist in the meeting of those needs with priority given to requests which would result in the improvement of teaching and learning.

Team leaders (Heads of Department, Year Teachers etc.) have a responsibility to secure appropriate development for their team members. They are also expected to keep a record of all staff development within their department.

Staff development is provided through a wide range of activities including internal and external courses. Staff are encouraged to share expertise in order to develop others and also to enhance their own skills. If one member of staff attends a course it would be expected that the knowledge and skills gained would be passed on to appropriate colleagues.

All staff development activity is monitored and evaluated to assess its contribution to school improvement and raising pupil achievement. To facilitate this all staff should in the first instance complete a brief written report, a copy of which should be given to the team leader and to the Vice Principal in charge of staff development.

STAFF DEVELOPMENT POLICY APPENDIX 1

POLICY FOR INDUCTION AND EARLY PROFESSIONAL DEVELOPMENT

Context

The aim of an integrated approach to teacher education is to encourage beginning professionals to develop their critical, reflective practice in order to improve their teaching and the quality of pupils' learning. The partnership approach to teacher education builds on good practice by giving increased structure and coherence and by giving schools responsibility for assessing the Beginning Teachers progress and the competences they acquire. (Ref. 1.1 Teacher Education Partnership handbook.)

Principles

- 1 The first year of teaching is not only demanding but also of considerable significance in the professional development of the new teacher. It is the responsibility of the Leadership Team and Heads of Department at Friends' School to plan and facilitate the Induction of Beginning Teachers (BT's).
- 2 The Induction and EPD stages of Teacher Education are a continuum of ongoing professional development for a Beginning Teacher. Friends' School is committed to and supportive of this process.
- 3 Beginning Teachers will receive the best possible in-school support throughout their Induction and/or Early Professional Development Years, in keeping with our commitment to the professional development of all members of staff, as prioritised in the School Development Plan.

Purposes

- 1 The Beginning Teacher will develop increased confidence and will progress from learning how to teach to thinking about teaching and learning.
- 2 The promotion of continuing professional development of all Beginning Teachers through critical, reflective practice underpins Staff Development and supports the School Development Plan.
- 3 The continuation of an integrated approach to teacher education promotes life long learning and career development.

Practices

BT's will be given access to an Induction Programme which will commence upon appointment and continue until the successful completion of EPD.

This will include:

- 1 Regular meetings with the Teacher Tutor to discuss key issues such as school policies, classroom management, differentiation, assessment, recording and reporting and effective and appropriate communication with pupils, students, colleagues and parents.

- 2 Encouraging the BT to reflect critically on her/his teaching and on the quality of pupils' learning.
- 3 Supporting the BT to identify her/his professional development needs in the school and ensuring that these are addressed effectively.
- 4 Opportunities to observe good practice - other experienced colleagues teaching.
- 5 Support and guidance from Principal, Teacher Tutor, HOD and the Pastoral Head of Year.
- 6 Assisting the BT to select an appropriate focus for both PDA's for EPD, drawing together all sources of evidence and completing reflective statements.
- 7 Keeping the Board of Governors informed of the Induction and EPD arrangements in place for beginning teachers in the school.
- 8 Supporting attendance at CASS programmes for BT's, Teacher Tutors and other key staff.
- 9 Providing support for key staff involved in the development of the BT.
- 10 Countersigning the interim review and summative reports and, if appropriate, recommending successful completion of Induction to the Board of Governors.
- 11 Providing support and quality assurance of the successful completing of the EPD programme if appropriate.
- 12 Sending a copy of completion of Induction certificate or completion of EPD certificate to Teachers' Administration and Salaries Branch, Waterside House, 47 Duke Street, Waterside, Londonderry. BT47 1FP.
- 13 Marking within the school successful completion of the Induction and EPD stages by beginning teachers.

STAFF DEVELOPMENT POLICY Annex A

Criteria for the award of financial support for members of staff voluntarily undertaking additional relevant qualifications

Friends' School is committed to the principle of life-long learning and therefore, within certain specified conditions, will look favourably on members of staff (teaching and non-teaching) who request financial support to assist them to undertake relevant courses.

Such requests, made on an annual basis, will be considered by the Principal and a recommendation brought to the Finance and General Purposes Committee of the Board of Governors and hence to the full Board as to whether or not to offer financial support in accordance with the following conditions:

- i. That the Principal is satisfied that the course, or relevant sections of the course, provide a benefit to the school and contribute towards the development of specific school responsibilities
- ii. That the award of financial support will be subject to a financial limit as determined by the Board of Governors and revised annually
- iii. That when more requests are made than funds available within the total financial limit that awards are made according to the overall relevance of the qualification to the needs of the post of the applicant and the likely educational benefits to the school
- iv. In the case of two or more requests being ranked equally according to criterion iii then the available funds will be distributed equally to the applicants
- v. That individuals applying for such financial support and who are granted it for one qualification will not be entitled to further support in respect of any further qualification
- vi. That the level of award granted by Friends' School should not exceed 50% of the course fees. The 50% maximum should be reserved for individuals applying to do research degrees in which the research topic is directly linked to an educational issue of immediate relevance and significant potential benefit to the school. Largely taught Masters courses will normally attract a 25% contribution from the School and other approved qualifications treated accordingly.
- vii. Requests for financial support should be submitted to the Principal in writing before 30 September in any school year.

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