



The Apple International School

Continuous Professional Development Policy

Principles and Values

Apple International School is a learning community, committed to providing CPD to its entire staff at a whole-school, team and individual level at all stages of their career. The objective of CPD is to improve the standards and quality of teaching, learning and leadership at all levels. At AIS, it is expected that all members of the learning community take an active role in their own professional development and support the development of their colleagues. AIS staff should commit to at least one hour of CPD per week, or equivalent.

In particular we believe that CPD is most effective when it is:

- Owned by staff – staff should be encouraged to reflect on their existing practice and to consider in what area they would most like their expertise to develop.
- Where staff are given space and structure within which to determine their appraisal priorities, they make astute judgements and commit to them.
- Relevant to the context – any areas for appraisal must be able to find application in the normal work context to allow staff to reflect and experiment and to be able to discover successful approaches.
- Building on existing expertise – the starting point for any member of staff in developing their expertise must be to recognise what they already know and are capable of. This maximises the likelihood of success.
- Collaborative and supported from within the school – the most powerful learning occurs when opportunity is provided for debate and reflection.
- Sustained – the greatest impact in terms of changing and developing one's practice is gained through activities which involve a series of events .
- Accesses course: l expertise – this may be from a book or a journal; it may be in the form of an external course; it may be ideas provided by a mentor or coach, within the inclusive campus or from another school; visiting professionals or artists; joining webinars, online networks or participating in virtual training etc.

We believe that effective CPD practice leads to the following impacts:

- Improves student learning - students engaged in a dynamic learning programme with staff are more likely to achieve - staff who develop skills and confidence can provide effective learning experiences for a wide range of students.
- Improves teaching - develops and sustains skills which enables staff to do their jobs effectively - updating knowledge - develops best practice - widens the repertoire of classroom skills - enhances strong practice - develops specialisations thus improving teaching quality
- Helps to support staff appropriately - strengthens the recruitment and retention of staff - promotes personal and career appraisal enabling staff to make more informed choices about career pathways - informs the appropriate deployment of staff.
- Promotes a positive ethos and learning culture - through high expectations - through discussion, dialogue, trialing and reflection - through building internal capacity - excellence in learning throughout the school.
- Improves leadership - develops people's strengths - broadens people's ability to take a lead on whole school initiatives - develops people to take up new roles - develops an understanding of the context in which staff work at national, local and school level leading to greater cohesion in students' learning.
- Contributes to school improvement and transformation - by engaging staff as learners in collaborative enquiry - by sharing the knowledge and skills of all staff - through collective responsibility for students and staff achievement - by valuing every individual.

Values and Entitlements

All staff should take ownership and give high priority to professional appraisal. All staff contribute as part of a team to the success of the school and have a right of access to CPD. All staff have an entitlement to equality of access to high-quality induction and continuing professional appraisal. All staff will have opportunities through appraisal and through other mechanisms to discuss and make requests regarding their professional appraisal needs equally, governors need to have effective training in order to carry out their duties effectively. There will need to be a focus on

improving standards and the quality of teaching and learning as agreed in setting targets during planned meetings as part of the appraisal cycle. However, professional appraisal needs that individual staff have identified will also need to be considered. The ultimate aim is the improvement in the practice of individuals and teams through creating learning communities in which supportive and collaborative cultures directly extend the capacity for continuous self-improvement.

CPD planning will be linked and integrated with the School Improvement Plan and be based on a range of information and priorities:

- The needs of the school as identified through the Self Evaluation Form (SEF) and outlined in the School Improvement Plan(SIP/SDP).
- The needs of the school as identified through DSIB inspection and internal reviews.
- Outcomes from the appraisal planning meetings. These meetings, part of the appraisal cycle, will identify the training and appraisal needs for all staff .
- Individual student needs e.g. physical needs, communication, manual handling, behaviour, autism
- Curriculum appraisal
- Inclusion
- Health and safety
- UAE National Agenda
- Wellbeing
- National and local priorities e.g. national curriculum strategies, child protection
- Teaching and learning
- Effective Assessment and feedback
- Gaining qualifications
- Individual requests for CPD made outside of the appraisal process
- Feedback from staff and others including governors, students and parents

Identification of Priorities

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

- Recognising the school's needs through the School Improvement Plan(SDP/SIP)
- Recognising the school's needs through the School Self Evaluation(SEF)
- Identifying wider staff development needs through Departmental Action Plans
- Identifying staff's individual needs through the Appraisal Process conducted by Line Managers
- Allocating of resources
- Monitoring progress by MLT/SLT
- Assessing impact and evaluation by Line managers

Key Performance standards and Targets

The school's CPD programme will be informed by the training and appraisal needs identified in individual appraisal objectives. The school addresses the CPD needs of both teachers and other staff by ensuring that there are sound appraisal procedures in place with each member of staff having a named appraisee. The key performance standards and targets are shared with all staff and reviewed termly.

- At the meetings between appraiser and appraisee, the impact on performance of the appraisee's CPD is reviewed and recorded.
- The governing board will ensure in budget planning that as far as possible, appropriate resources are made available in the school budget for any training and support agreed for appraisees.
- The SLT will report to governors annually about training and appraisal needs of staff, including instances where it did not prove possible to provide any agreed or requested CPD.
- If there are competing demands on the school budget between CPD identified for an appraisee and the training and support which helps the school achieve its priorities, the school's priorities will have precedence; however the aim will be to meet all reasonable requests for CPD.

Supporting CPD Initiatives

The school supports a wide portfolio of CPD approaches in an effort to match interests, career appraisal and preferred learning styles of staff to maximise the impact on improving teaching and learning within the school.

These CPD approaches will include:

- Attendance at a course or conference including online courses and virtual learning platforms.
- In-school training using the expertise available within the school e.g. behaviour management, sharing good practice, classroom observations, manual handling.
- School-based work through accessing an external consultant or relevant expert
- Mentor and coaching programme
- Collaborating with other schools by sharing ideas/approaches/curriculum and visits to observe or participate in good and successful practice
- Opportunities for teachers to develop their subject expertise
- Opportunities to participate in accredited learning
- Team teaching
- Peer observations
- Demo lessons by experts
- Practical experience e.g. opportunities to contribute to a training programme
- Creating an improving learning environment within the school

CPD calendar

The school designs a CPD calendar every year based on the DSIB audit, internal audits, lesson observation feedback, SWOT analysis, feedback from all stake holders and observations by MLT and SLT members.

The CPD calendar is designed for three levels for the whole staff- Refresher, Embedded and Lead Practitioner. School has a string staff induction process followed by induction programme and feedback.

Monitoring and Evaluation

The school has set a CPD calendar for the whole academic year which must be followed by all staff strictly. All staff have to attend the programmes compulsory. Staff are expected to fill in an 'feedback form when they return from a CPD. This identifies how the course will be fed back to other staff and whether the course would be beneficial for other staff to attend. This is monitored by the CPD leader(SLT). All staff do SWOT analysis which help us to identify the strengths and areas of improvement. The evaluation is used to inform the next cycle of planning. The SLT is responsible for monitoring CPD to ensure that it is at the centre of school improvement.

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Executive Principal

The Apple International School, Dubai

Enacted and enforced: The 1st of January 2014

Reviewed Annually

Last date of Review: The 30th of May 2026