



INTERNAL CPDL POLICY

2025-26

Principal: Mr. Mohannad Al Jayousi

Introduction

At Al Resalah American International School (RAIS), we believe that high-quality professional development is one of the keystones of an effective school. It enables staff to develop the high-level skills and knowledge they need to improve their practice, which is central to improving student learning. Teachers and education support staff need to be continuous learners who see their own learning as being fundamental to their membership of the profession rather than something that is optional. Therefore, focused and needs-driven professional development programs provide optimum opportunities for professional growth and building leadership capacity among staff.

What is Professional Development?

“Professional development is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher.” (TALIS 2009) It is a set of programs or training planned for teachers to improve their professional knowledge, teaching practices, and performance, and boost student outcomes. It is an intentional, ongoing, and systemic process.

Objectives of Continuous Professional Development

We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design, and delivery. The aims and objectives of the continuous professional development of teachers are:

- to update teachers’ knowledge of a subject in light of recent advances in the area.
- to update teachers’ skills, attitudes, and approaches in light of the development of new teaching techniques and objectives, new circumstances, and new educational research

- to enable teachers to apply changes made to curricula or other aspects of teaching practice.
- to enable the school to develop and apply new strategies concerning the curriculum and other aspects of teaching practice.
- to exchange information and expertise among teachers and others.

Mandatory Professional Development

As per SPEA requirements, teachers are mandated to complete 75 hours of professional development, while leaders are required to complete 100 hours as a part of the process of renewing their teaching and leadership license. The Sharjah Education Academy provides teachers with opportunities for professional development. It offers a diverse range of training to enable educational staff to obtain the highest qualifications for professional development and equip teachers with relevant practical skills to keep up with an ever-evolving world. The school is also responsible for providing professional development opportunities for teachers. The senior and middle leaders at the school organize and deliver most of the professional development sessions. They take into consideration the inspection team's recommendations, assessment data, classroom observations, and teacher concerns when deciding on professional development areas.

Entitlement

All staff in our school are entitled to professional development opportunities. These opportunities are linked to priorities, such as:

- priorities identified in our school improvement plan.
- appraisal as part of our performance management program.
- priorities identified by members of middle and senior leadership.
- areas identified by the teachers themselves.

Our school ensures that all staff have equality of opportunity in seeking the highest level of personal achievement.

All teaching staff are entitled to an annual appraisal so that professional development needs can be identified, and negotiated targets can be supported. Similarly, support staff are entitled to an annual performance review. All teaching staff are observed formally and informally in order to identify professional development needs.

CPD Program

The CPD program offers staff a wide range of development opportunities:

- Induction to new staff and existing staff
- Training sessions held by the Athena Academic Board
- Accreditation Programs conducted by Athena Academic Board
- Training sessions held by SLT
- Training sessions held by Sharjah Education Academy
- School-based Professional Learning Communities
- In-house bespoke Leadership Training for all Middle Managers
- Paired reviews of children's work
- Paired lesson observations and team teaching
- Conferences and seminars
- Coaching and mentoring
- Online professional development
- Grade-level/subject-area team meetings
- Case studies
- Focused group training
- ITPD

Enhancing Professional Development through Mentoring and Peer Visits

At RAIS, we prioritize mentoring and peer visits, enabling staff to learn from each other's expertise and experiences. Mentoring provides personalized guidance and support, helping staff achieve their professional goals and enhance their teaching practices. Peer visits allow staff to observe and collaborate with colleagues, fostering a culture of mutual learning and continuous improvement. Through these focused mentoring and peer visit initiatives, we ensure that professional development is of the highest quality and relevant to the needs of our students and staff.

CPD Calendar

A CPD calendar is a structured plan to organize and provide professional development opportunities for teachers. It promotes a culture of lifelong learning, professional development, and continuous improvement among teachers, leading to improved teaching quality and better student outcomes. Our yearlong CPD calendar is created based on the needs identified in recent inspection and lesson observations, teachers' needs, teachers' self-assessments, and assessment data. The CPD calendar includes whole-school and small-group training sessions. It is a living document and will be updated as necessary.

Evaluation of Professional Development

All professional development activities are monitored for their impact on school performance. The quality and short-term effectiveness of CPD are evaluated through the CPD Evaluation pro forma and informal discussions with staff and SLT. The long-term effectiveness of CPD is evaluated through:

- Student outcomes
- Lesson observations
- Recruitment, retention, and career progress of staff

Performance Management

Staff performance management is based upon two formal lesson observations during the academic year by the SLT and regular walkthroughs by the MLT and SLT. Each member of staff is given Teaching and Learning targets. An additional target for Middle Leaders is given to develop leadership skills.

Monitoring and Review

This policy is monitored by the Senior Leadership Team and will be reviewed each year.

Signed:

Date: May 21. 2025

A handwritten signature in black ink, appearing to read 'Mohannad AL Jayousi', is written over a light gray rectangular background.

Mohannad AL Jayousi

Policy review date: May 2026