AL ZUHOUR PRIVATE SCHOOL

INTERNAL PROFESSIONAL DEVELOPMENT POLICY

Approved by: Professional Development Committee & SLT

Last reviewed on June 2026
Next review due by June 2027

Vision

Al Zuhour Private School is a community of lifelong learners that strives for academic excellence, prepares students for the global challenges and maintains cultural identity.

Mission

To provide a quality international education while maintaining the cultural identity.
To celebrate diversity
To encourage leadership, responsible citizenship, moral values, and the development of lifelong learning skills.

Purpose

The purpose of this policy is to outline the professional development framework for all staff, with a specific focus on new teachers. The policy ensures a structured induction, continuous professional growth, and a robust performance management system to maintain high standards of teaching and learning.
To provide opportunities for all staff for further their professional skills that go along with their specialization.
To provide opportunities for staff to further their awareness, knowledge and well- chosen teaching practices.

Scope

This policy applies to all teaching staff, including newly appointed teachers, experienced teachers, and administrative staff involved in the professional development and performance management processes.
This policy is designed based on backward design (e.g. Training Needs Analysis-TNA) and feedback design (e.g. SIR)

Induction Week

Objective

To ensure a smooth transition for new teachers into the school environment, providing them with essential knowledge, skills, and support to perform effectively from the start.

Expected components of Induction Week

1- Welcome and Orientation:
   a. Introduction to school culture, values, and mission.
   b. Tour of the school premises and facilities.
   c. Introduction to key personnel and departments.
2- Administrative Procedures:
   a. Overview of HR policies, code of conduct, and safety protocols.
   b. Guidance on using school systems (e.g., email, student information system).
3- Teaching and Learning:
   a. Overview of curriculum, teaching strategies, and assessment methods.
   b. Introduction to classroom management techniques.
   c. Familiarization with lesson planning and resource allocation.
4- Mentorship Program:
   a. Assignment of a mentor for ongoing support.
   b. Scheduled meetings with the mentor during the first week.
5- Professional Development:
   a. Initial training sessions on core topics such as differentiated instruction, use of technology in the classroom, and student engagement strategies.
   b. Introduction to the Professional Development Calendar for the year.

CPD Week at the Beginning of the Academic Year

Objective

The purpose of CPD (Continuous Professional Development) Week is to prepare all teaching staff for the upcoming academic year through comprehensive training sessions, workshops, and collaborative activities. This week is designed to ensure that teachers are equipped with the latest educational strategies, understand school policies, and are aligned with the school's goals and values.

Options and Flexibility

1- Breakout Sessions: Throughout the week, breakout sessions tailored to specific subjects, grade levels, and areas of interest will be offered.
2- Flexible Workshops: Some workshops will be available in multiple time slots to accommodate different schedules and preferences
3- For staff who may not be able to attend certain sessions in person, online modules and recorded sessions will be made available

Ongoing Professional Development

Objective

To provide continuous learning opportunities that enhance the professional skills and knowledge of all staff members.

Components of Ongoing Professional Development

Professional Development Calendar:

- A yearly schedule of workshops, seminars, and training sessions.
- Opportunities for attending external conferences and courses.

Collaborative Learning:

- Regular departmental meetings to discuss best practices.
- Professional Learning Communities (PLCs) for peer-to-peer learning.

Online Learning:

- Access to online courses and webinars.
- Subscription to educational journals and online resources.

Reflective Practice:

- Encouragement of self-reflection and peer observations.
- Keeping a reflective journal to document professional growth.

Mentorship and Coaching:

- Continued support from mentors for new teachers.
- Coaching sessions for experienced teachers focusing on specific areas of improvement.

Performance Management System

Objective

To establish a transparent, fair, and constructive system for evaluating teacher performance, promoting accountability, and supporting professional growth.

Components of the Performance Management System

Performance Review Cycle:

- Annual performance review meetings.
- Mid-year progress reviews.

Evaluation Criteria:

- Clear and measurable performance indicators aligned with school goals.
- Assessment of teaching practices, student outcomes, and professional contributions.

Feedback Mechanisms:

- Regular feedback from line managers, peers, and students.

- Use of surveys and observation reports.

Goal Setting:

- Setting individual professional development goals.
- Creating actionable plans to achieve these goals.

Professional Development Plans (PDPs):

- Personalized development plans based on performance review outcomes.
- Targeted training and support to address identified areas for improvement.

Recognition and Rewards:

- Acknowledgement of outstanding performance.
- Opportunities for career advancement and leadership roles.

Support for Underperformance:

- Structured support plans for teachers needing improvement.
- Regular monitoring and additional training sessions.

Linking Continuous Professional Development (CPD) to School Inspection Review- UAE National Agenda

Objective

The integration of Continuous Professional Development (CPD) with the school inspection review process ensures that the professional growth of teachers aligns with the standards and expectations set by inspection bodies. This creates a cohesive approach to professional development that not only enhances teacher capabilities but also ensures the school meets and exceeds inspection standards. By aligning CPD with inspection criteria, incorporating feedback, and continuously monitoring and evaluating impact, the school can foster a culture of continuous improvement and excellence.

The following are the key areas for linking CPD with SIR

1. Aligning CPD with Inspection Standards through understanding Inspection Standards and creating CPD Focus Areas
2. Incorporating Inspection Feedback into CPD by the review of SIR report. And design tailored Professional Development program.
3. Ongoing Monitoring and Evaluation through the continuous improvement cycle and impact measurement
4. Collaborative Approach (involving Stakeholders and Professional Learning Communities (PLCs)
5. Documentation and Reporting-evidence of impact and self-evaluation reports

Implementation and Monitoring of the policy

Responsibilities

School Leadership Team:

a. Ensure policy implementation and provide necessary resources.
b. Monitor and evaluate the effectiveness of the professional development program.
c. Organize and manage induction week and ongoing training activities.
d. Maintain records of participation and outcomes.

Mentors:

a. Provide guidance and support to new teachers.
b. Participate in the evaluation and feedback process.

Review and Evaluation

a. Annual review of the professional development policy.
b. Gathering feedback from staff to inform improvements.
c. Regular reporting to the school leadership team on the impact of professional development activities.