

NOOR AL KHALEEJ INTERNATIONAL SCHOOL DOHA. QATAR



PROFESSIONAL DEVELOPMENT POLICY



CONTENT

- Vision
- Mission
- Introduction
- Purpose
- Significance of Teacher Professional
- Ongoing Professional Development
- Types/Focus of Continuous Professional Development
- Professional Development Requests

VISION

To provide and preserve the highest standards of excellence in quality education.

MISSION

To provide students with opportunities to pursue excellence in education in a multi-cultural environment where they learn universally accepted values and norms that will assist them to become confident, global citizens.

Purpose

The purpose of teacher professional development is improve learning for educators and students in order that they may become more effective contributors towards the aims of the school.

Significance of Teacher Professional

Students deserve the best! Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school- related factor influencing student achievement so it is critical to pay close attention to how we train and support both new and experienced teachers. The policy applies to all members of the staff who are entitled to benefit from the opportunities provided for Continuous Professional Development.

Ongoing Professional Development

It is critical for all teachers to have ongoing and regular opportunities to reinforce presently instituted best classroom practices as well as exposure to up to date research and effective classroom practice as it relates to improved student learning. The best professional development is ongoing, experiential, collaborative and connected to and derived from working with students and understanding their needs.

Types/Focus of Continuous Professional Development

The 2009 OECD Report on the Professional Development of Teachers lists nine different types of teacher professional development. These include Informal Dialogue to Improve Teaching, Courses and Workshops, Reading Professional Literature, Education Conferences and Seminars, Professional Development Network, Individual and Collaborative Research, Mentoring and Peer Observation, Observation visits to other schools and Qualification Programmes. The personal and



professional needs of the staff should ideally be in line with the academic, social, spiritual needs of the students for which they are responsible both directly and indirectly.

Teacher Professional Development is a shared responsibility between individual teachers and the school and as many of these nine types of PD activities as practical are systematically incorporated into the annual P.D. programme. The school provides workshops, common departmental meeting times to foster professional learning communities, access to professional literature and release time for teachers to access their individual professional development opportunities.

Continuous Professional Development will take different forms. The following are accepted as part of a package of professional support for the staff:

- Classroom observation
- Peer observation
- Group discussion
- Departmental meetings

The intent of all of these professional development activities is to improve the quality of instruction, to promote improved classroom practice. Teachers rate the value of their individual P.D. activities and record this feedback for analysis by the school at the end of each academic year.

Professional Development Requests

Each department at the end of the year submits a request for specific professional topics for the coming year. The school also uses feedback and suggestions and P.D. offerings from The Ministry of Education and Higher Education when developing the PD programme for each academic year.

