



مدرسة الإتقان الأمريكية  
ALITQAN AMERICAN SCHOOL

# CONTINUING PROFESSIONAL DEVELOPMENT POLICY

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## **FOREWORD**

This handbook has been prepared to provide you with information about the professional development policy of the school. Apart from the policy, it includes information about procedure and other relevant information to foster a culture of professional learning and encourage all the staff to develop their knowledge, skills, understanding, and attitudes to enhance their professional and career development as an integral element of their employment. It follows the CPD requirements of Sharjah Private Education Authority (SPEA) under SPEA Policy No. (SPEA-3.2-01.0) on Continuous Professional Development for School Staff.

## Table of Contents

*Click the hyperlinked to access the desired content,  
then you may click undo to go back here*

- Part A. [Introduction](#)
- Part B. [Purpose of the Handbook](#)
- Part C. [Principles](#)
- Part D. [Statutory Duties](#)
- Part E. [CPD Committees and Responsibilities](#)
  
- Part F. Overview of the Policy
  - Section 1. [General Procedures for the School-Wide CPD Plan](#)
  - Section 2. [General Procedures for Individualized Education Learning Plan](#)
  
- Part G. [Review, Monitoring, and Auditing](#)
- Part H. Specific CPD Policies and Procedures
  - Section 1: [Types of CPD Plan](#)
  - Section 2: [CPD Focus Areas / Training Needs](#)
  - Section 3: [Induction of New Teachers and Staff](#)
  - Section 4: [Required CPD Hours](#)
  - Section 5: [Training Deliveries](#)
  - Section 6: [Guide in Preparing for Asynchronous Training](#)
  - Section 7: [Training Portfolio](#)
  - Section 8: [Training Approval Procedure](#)
  - Section 9: [Documenting and Reporting CPD](#)
  - Section 10: [Credit Hours Computations](#)
  - Section 11: [Assessing Credit Hours Earned](#)
  - Section 12: [Certificate Eligibility and Issuance Procedure](#)
  
- Part I. [Rewards and Sanctions to improve Attendance and Compliance](#)
  - Section 1: Rewards
  - Section 2: Sanctions
  
- Part J. [Training Funding Guidelines and Procedure](#)

### [References](#)

Appendix (Forms)

- [Training Plan \(Micro-Training Plan\)](#)
- [Training Report \(Quality Assessment report\)](#)
- [Individualized Education Learning Plan](#)
- [Training Matrix](#)
- [School-Wide CPD Plan](#)

## Part A. Introduction

Considering the evolving educational paradigm brought by the changing situations, educational views, and the development of new educational technologies; Professional Development (PD) plays a vital role in preparing and equipping teachers and staff with the needed knowledge, skills, and understanding required to respond positively to these changes.

AIAS Professional Development is drawn by the explicit improvement agenda which are defined in the school improvement plan as shown in the figure 1. Learning Walk diagnostic is a tool used to measure the degree to which the training shapes the learning environment. It has 8 criteria which are used as the evidence of impact.



Figure 1: Strategic Improvement Cycle (Barnes, 2021 p.3)

As soon as the explicit improvement agenda is identified, the PD goes to a series of the iterative process involving four stages of improving an intervention or practice (Miller, Prudente & Aguja, 2014) needed to craft a responsive and sustainable PD. This is called the PDSA cycle.

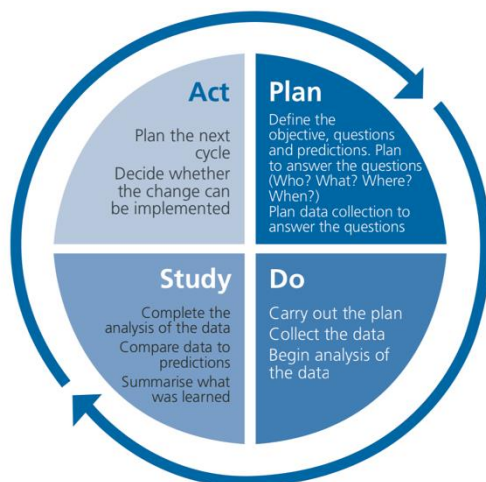


Figure 2: PDSA Framework for Improvement (NHS England and NHS Improvement, n. d.)

PDSA is used in the conception of the procedural flow indicated in this handbook to drive efforts towards sustainable changes (Bach, 2021). Result indicators identified in the plan serve as the driving force to roll out the PDSA cycle. Result indicators, also known as Key Results Indicators (KRI), are measures that tell what you have done (Parmenter, 2007). In the case of the this, result indicators are the criteria of the learning walk diagnostic which measure the degree of success.

Furthermore, result indicators are level 4 of the CPD evaluation framed after the Kirkpatrick Taxonomy Model (Bretz, 2018). The other levels of evaluations, as shown in figure 3, are also collected to ensure the effectiveness of the training which are also included as the scope of the policy stated herein.

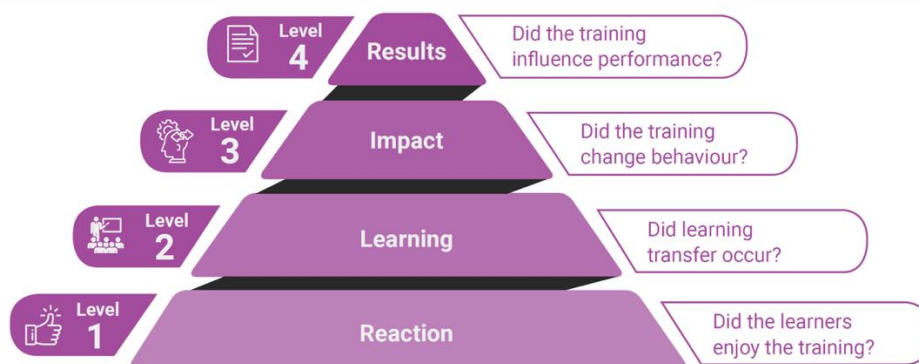


Figure 3. Kirkpatrick Taxonomy Model of Training Evaluation (Bretz, 2018)

Highlighting the three models - strategic improvement cycle (Barnes, 2021), PDSA framework (Miller, Prudente & Aguja, 2014), and Kirkpatrick Taxonomy Model (Bretz, 2018), is the commitment to create a sustainable professional development program that will impact the success and assure that every student success and loves to learn.

## **Part B. Purpose of the Handbook**

The primary purpose of this handbook is to support the objectives of the professional development and the responsibilities of the teachers and staff have to foster a strong culture of learning and continuous professional development. Furthermore, this guides school leaders, teachers, and school personnel in the development and successful implementation of the mandatory as stated in the School-wide CPD plan and the non-mandatory trainings. The quality systems and processes are indicated herein intended primarily to ensure, maintain and improve quality, equity, and efficiency (Allais, 2008).

## **Part C. Principles**

In fostering the goal of the CPD, AIAS is committed to providing teachers and staff a supportive environment in consideration that adaptability, responsiveness, engaging and relevant are keys towards the development of the required skills and competencies.

Subject to the available resources, AIAS is committed to support to providing teachers and staff with

1. a space to plan and develop knowledge, skills and understanding the complement to the current strategic goals of the school, the Emirates and the UAE.
2. a space to participate in career development activities that extend and enhance their capabilities and capacity for advancement within the organization
3. equal access to professional development opportunities.

## **Part D. Statutory Duties**

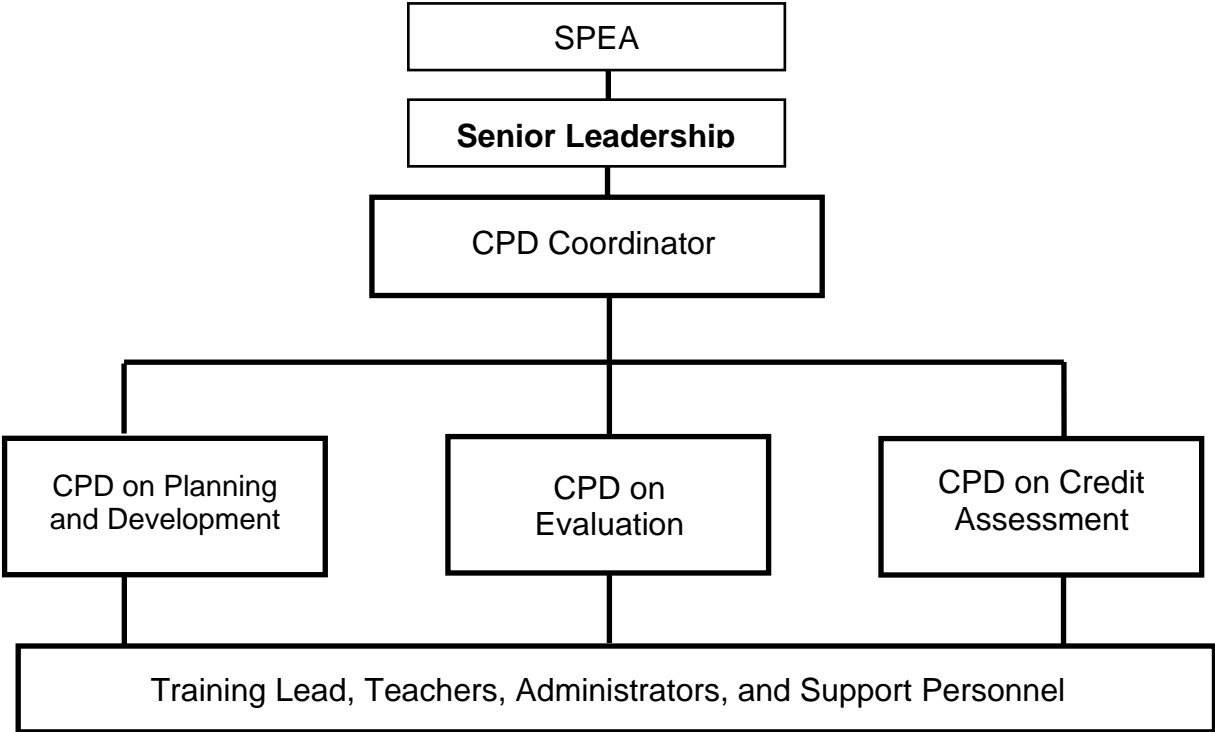
1. School leaders have the responsibility to ensure that teachers and staff are provided with learning opportunities on an ongoing basis. This involves linking job descriptions to the skills, knowledge and competencies required by the service, identifying the training and development needs then putting in place the necessary training or upskilling.
2. It is a teachers' and staff responsibility to identify any continuing professional development needs they have. This might include attending training or other ways of learning such as shadowing or observing a colleague in their role for a period of time. An employee's continuing professional development may be identified in their personal development plan or appraisal document.

3. All school teachers and staff, whenever applicable, are required to attend all the training stipulated in the School-Wide CPD plan. These training are considered mandatory.
4. The school has the authority to give sanctions to any employee who do not comply to this. Sanction may include warning letters or even termination of employment when needed.

**Part. E. CPD Committees and Responsibilities**

The CPD committee is the implementing core group responsible to support the CPD policy. The SLT has identified positions for its implementation and allocated key responsibilities as set out in this section .

**Section 1. Hierarchy**



## Section 2. Responsibilities

**Principal and the Senior Leadership Team.** In consideration of the role of school leaders to foster the culture of learning throughout the school, the Principal and the SLT are responsible for the following:

1. The Principal and the SLT should approve mechanisms that establish a need-based professional development that aligns with school, Emirate, and national priorities; establish and participate in professional learning communities that support research, inquiry, and innovation.
2. The Principal and a member of the SLT should ensure that all the committee officers and team leader/coordinator receive adequate training to deliver the responsibility professionally.
3. The Principal and SLT should be fully aware of the CPD policy being implemented at school and ascertain the alignment of this policy with the SPEA's current CPD policies and regulations.
4. The Principal and the SLT should ensure that a system is in place for monitoring and support of those in school who carry out their CPD monitoring role.
5. The Principal and the SLT attends regularly the monthly meeting, reviews and approves recommendations and proposals from the team.

**CPD Coordinator.** The CPD Coordinator leads all the activities in the sustainable development of professional training in AIAS following the school and SPEA's CPD policy and guidelines. Specifically, the CPD Coordinator

1. leads in the planning, implementation, and evaluation of all the CPD program of activities at AIAS;
2. prepares the committee chairpersons and members for systematic and quality PD programs and sessions;
3. assures that the school meets the PD requirements for local and international accreditation;
4. arranges meetings with the CPD committee chairpersons and members intended to measure the impact of professional development;
5. reviews and recommends to the SLT macro and micro training plans for implementation.
6. submits progress reports at the end of the term to the SLT indicating the progress of the conduct of the CPD activities and the plan of action required to improve the delivery.

**CPD on Planning and Development.** The committee chairperson in this area is generally responsible for the planning and development of the CPD program across the school. Specifically, the chairperson

1. leads in the development of school-wide CPD and the Individual Education Learning Plan (IELP), of the school;
2. works collaboratively with the other committee chairpersons and members in the planning and development of the CPD at school.



**CPD on Evaluation.** The committee chairperson in this area is generally responsible for the evaluation of the delivery of the CPD across the school. Specifically, the chairperson

1. leads in the systematic evaluation with the proposed plan of actions for improvement of the school-wide CPD plan and IELP; and
2. works collaboratively with the committee chairpersons and members in the systematic evaluation of the CPD.

**CPD on Credit Assessment.** The committee chairperson in this area is generally responsible for the accurate documentation and verification of the CPD credit hours completed by the staff at AIAS. Specifically, the chairperson

1. implements the regulations for assessing the credit hours completed by the teachers and staff; and
2. works collaboratively with the committee chairpersons and members in the accurate documentation of the training completed and attended including securing the credit hours required during the academic year.

**Line Managers.** The school line managers are primarily responsible for the review and approval of their staff's IELP and ascertain that they reflect the needs of the staff, the school improvement initiatives, Emirate's initiatives, and the National priorities. They review the IELP monthly and guide their staff in reflecting the impact of their IELP on their work performance.

**Teachers, administrators, and staff.** The entire staff of AIAS is expected to be committed to promoting the culture of continuous development. They should

1. gather evidence of their participation and attendance to different training
2. document all the training attended and participated systematically using the agreed system for recording and documenting evidence;
3. apply the learning of their CPD in their daily work making them skillful and proficient in the conduct of their duties and responsibilities at AIAS;
4. meet the required number of credit hours assigned per year;
5. submit the CPD reports on time;
6. develop and evaluate their own IELP based on their needs and ensure their alignment with the recent evaluation results and/or feedback during coaching.

**Training Lead.** This person is assigned to spearhead the development of the training as indicated in the school-wide CPD plan. He/she is assigned to develop and submits the micro training plans and prepares together with the team members all the training reports to inform the next steps.

## **Part F. Overview of the Policy**

This part presents the overview of the procedures when planning, implementing and evaluating the school CPD. It is divided into two parts with four sections each. The model is planned after the PDSA Model (Miller, Prudente & Aguja, 2014).

## Section 1. General Procedures for the School-Wide CPD Plan

PLAN	DO	STUDY	ACT
<ol style="list-style-type: none"> <li>1. Develop a School-wide CPD plan headed by the CPD coordinator with the CPD committee. Details of the CPD can be accessed <a href="#">here</a>.</li> <li>2. Identify the training based on the school needs. Details about this can be accessed <a href="#">here</a>.</li> <li>3. Have the plan approved by the Principal and the appointed School Improvement Adviser before implementation.</li> <li>4. Review the plan termly by the CPD committee to ensure the relevance of the training and mode of delivery. The details of the review, monitoring and audit can be accessed <a href="#">here</a>.</li> <li>5. Develop the training plan (micro-training) through the suggested delivery mode indicated in the plan. This should be spearheaded by the assigned training lead and may also arrange a support team of his/her choice. This plan should be submitted at least 5 days in advance for review by the CPD coordinator and for further approval by the VP and Principal. Use the template <a href="#">here</a>.</li> <li>6. Notify the training lead by the CPD coordinator with the comments and feedback of the VP and Principal for consideration.</li> </ol>	<ol style="list-style-type: none"> <li>1. Have the training lead spearhead the implementation of the approved training plan for the assigned topic.</li> <li>2. Record the attendance of the participants and write the training proceedings particularly for the whole group and small group types of training.</li> <li>3. Document the training proceedings narrating the content delivered and the experiences provided by the trainer/facilitator to the participants. Template for the training report can be accessed <a href="#">here</a>.</li> <li>4. Administer a satisfaction survey and a short assessment to the participants right after the training to measure the understanding of the participants about the topics/content delivered.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze and interpret the results of the short assessment and satisfaction rating by the training lead with his/her support team. The findings will be used to inform the decision for the next steps.</li> <li>2. Complete the training report and submit it to the CPD Coordinator within five days after the conduct of the training. This should be done by the training lead and his/her team. Use the report template <a href="#">here</a>.</li> <li>3. Review the report by the CPD coordinator to provide feedback for the next steps where he/she coordinates this to the VP and Principal for approval. Approved feedback should be sent back to the training lead via the coordinator for consideration.</li> </ol>	<ol style="list-style-type: none"> <li>1. Implement the approved next steps by the training lead which are then followed up with the next cycle of the training plan.</li> <li>2. Inform the team leader of the CPD Evaluation by the CPD Coordinator to prepare the certificates for eligible participants. Details about the issuance and release of certificates can be accessed <a href="#">here</a>.</li> </ol>

## Section 2. General Procedures for Individualized Education Learning Plan (IELP)

PLAN	DO	STUDY	ACT
<ol style="list-style-type: none"> <li>1. All teachers and staff are required to prepare and keep their IELP. It should be readily available and regularly updated. Details of the IELP preparation can be accessed <a href="#">here</a>.</li> <li>2. Teachers and staff are required to develop the IELP based on their needs. They may refer to the previous performance appraisal report to identify the needs or may schedule a conference with their immediate heads to identify them. They may also reflect on their own needs (self-assessment).</li> <li>3. The IELP form should be completed and submitted to their immediate heads for initial review on the first week of October and should be updated from time to time. Use the template as attached <a href="#">here</a>.</li> <li>4. Teachers and staff are expected to be committed to the implementation and completion of the activities stated in the IELP.</li> <li>5. Teachers and staff are required to document all evidence of the completion of the training. The evidence should be documented in the training portfolio. See details <a href="#">here</a>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers and staff implement the plan as indicated. They should be collecting evidence as proof of the completion of the activities stated therein.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers and staff review the performance report at the end of the term to reflect the impact of the training on their performance.</li> <li>2. Teachers and staff identify the training needs based on reflections to enhance further their performance and update their IELP</li> <li>3. Alternatively, the immediate heads may give suggestions from time to time during conferences and use feedback to enhance the IELP.</li> <li>4. They are required to update their IELP monthly whenever needed and expect an on-the-spot inspection anytime by their immediate heads or SLT.</li> </ol>	<ol style="list-style-type: none"> <li>1. They are expected to implement the changes of the IELP systematically. Evidence of completion must be documented in their training portfolio. Documentation details about documentation can be accessed <a href="#">here</a>.</li> </ol>

## Part G. Review, Monitoring, and Auditing

1. CPD Committee should meet thrice a year for reviewing and enhancing the plan and decide actions for interventions based on data to assure that desired outcomes defined as results indicators are met.
2. IELP is reviewed regularly by their immediate heads where analysis of review are communicated to the teachers and staff right after to implement the next steps
3. The committee shall be committed to using Kirkpatrick Evaluation Model to measure the impact of the training. The same shall be used both in a micro and macro-level analysis of the PD program.
  - a. **Reaction:** Training materials are relevant to the job. The Facilitator will design interactive training including engaging activities and the training content and materials will be evaluated and approved by the Trainer line manager and SLT before conducting the training session.
  - b. **Learning:** participants to acquire the knowledge, skills, and attitude. The school will conduct an assessment after each training to assess the participants' understanding of the training. Examples of assessment will be feedback reports, short exams, quiz or demo.
  - c. **Behavior:** Apply what they have learned. A set of tools will be used to evaluate the implementation of what was learned during the training such as Observation Reports and Coaching.
  - d. **Results:** Targeted outcomes that occur as a result of the training. The results are identified under success indicators of the CPD plan both school-wide and IELP.
4. Results indicators shall be monitored thrice an academic year. This shall be used to determine the next steps to enhance the implementation of the plan.
5. The training lead should develop success indicators that are aligned with the result indicators of the school-wide CPD plan. This success indicators can be used to predict the targeted result indicators. Refer to the School-wide CPD plan for the result indicators.

## Part H. Specific CPD Policies and Procedures

### Section 1: TYPES OF CPD PLAN

#### 1. School-wide CPD

- a. CPD topics should reflect the school improvement cycle of the school, the Emirates targets, and National Priorities.
- b. The CPD plan should reflect a supported model experiment to accommodate staff needs based on the targets throughout the academic year.
- c. CPD plan must be developed by the committee chairpersons and members and must be systematically planned using the PDCA model of Total Quality management.
- d. Plans should be developed and be approved by the SLT and the school's School Improvement Adviser. All SPEA regulations for approval must be strictly adhered to before implementation.

#### 2. Individualized Educational Learning Plan (IELP)

- a. IELP is a written plan that describes the learning needs and how these needs can be met for performance appraisal. This should contain the following elements:
  - **Current.** Describes the current behavior, skills, and knowledge.
  - **Ideal.** States, where does the staffs need to be.
  - **Needs.** Describes the gaps identified in the work performed.
  - **Actions.** Identified the training strategies/activities that need to be committed to close the gap.
- b. IELP should be prepared by the staff based on self-assessment and/or performance appraisal. IELP should be approved and reviewed by the immediate heads or line manager from time to time.
- c. IELP must be regularly updated along with the training portfolio.

### Section 2: CPD FOCUS AREAS / TRAINING NEEDS

1. All CPD must align with the individual needs of the staff, school priorities, SPEA priorities, and/or the UAE National Agenda.
2. All CPD activities must be directed to make a positive impact on student outcomes, and in alignment with any formal review/inspection findings
3. All CPD activities and opportunities for **school leaders** should focus on leading school improvement. School professional development plans for school leaders should at least include a focus on Continuous Professional Development for School Staff Policy instructional leadership, leading teams, effective use of data, explicit improvement agenda, leadership skills, personal effectiveness, leading

learning, etc. Professional development must be part of a formal and ongoing program of improvement as detailed in the School Improvement Plan.

4. All CPD activities and opportunities for **teachers** are designed to support student learning and wellbeing. School professional development plans should include a variety of opportunities that focus on topics that include, but are not limited to, the UAE national priorities, pedagogy, local and international assessments, curriculum planning, classroom management, student engagement, student high expectations, differentiation, high order thinking student wellbeing, safety, technology, innovation, and informational literacy.
5. All CPD activities and opportunities for **administrators professional/technical personnel and support staff** are designed to support student learning and wellbeing. School professional development plans should include a variety of opportunities that focus on topics that include but are not limited to, the UAE national priorities, student engagement, student high expectations, high order thinking, student wellbeing, safety, technology, innovation, and informational literacy

### Section 3: INDUCTION OF NEW TEACHERS AND STAFF

The CPD team should ensure that all the new teachers and staff, through the school induction arrangement, become familiar with the school organization, its management of health and safety operations, and school general operations in a timely and effective way. This induction, furthermore, secures that they receive adequate information and guidance on how to undertake their designated role in the organization. Attendance at the induction is a mandatory for all new members.

### Section 4: REQUIRED CPD HOURS

Academic Year	Compulsory Hours of CPD		
	SLT, Supervisors, and HODs	Teachers	Administrators and Support Personnel
2020 - 2021	75	50	40
2021 - 2022	100	75	60
2022 - 2023	120	100	80

### Section 5. TRAINING DELIVERIES

1. Formal CPD. According to the SPEA Policy Manual (2021), Formal CPD is structured learning with clear objectives and outcomes. It includes training services provided by certified professionals, trained employees and involves participating in organized accredited activities including conferences courses, seminars, retreats, and workshops. By policy, formal CPD should comprise not less than 40% of the total credit hours earned during the academic year. The

development of scientific action research is also categorized as such. Following are examples of this type

- a. Instructor-led Workshop
  - b. Lectures
  - c. Asynchronous Online Learning
2. Informal CPD. According to the SPEA Policy Manual (2021), Informal CPD is usually self-managed learning relevant to a professional role; for example; independent research or investigation, peer learning initiatives or even just chatting with a colleague in the staff room. It involves activities undertaken by the individual. It can be difficult to gain third-party evidence for informal CPD, therefore keeping individual records and completing self-evaluation sheets are important. Examples of which include:
- a. Coaching with the line managers or the Immediate heads
  - b. Community of Practice
  - c. Professional Sharing
  - d. Job Shadowing
  - e. Peer Demonstration
  - f. Self-Initiated CPD

## **Section 6. GUIDE IN PREPARING FOR ASYNCHRONOUS TRAINING**

1. The choice for asynchronous training must be justified based on the training needs and the training delivery strategies. It should be made effective, creative, and interesting.
2. All asynchronous training should observe the current training matrix format that contains (a) success criteria, (b) learning experiences that contain materials for reading or viewing, (c) optional activities, and (d) feedback. See template [here](#).
3. Instructions for accessing materials and resources must be made clear including instructions for submission of learning outputs.
4. The output of the learning activities is required which reassures the attainment of the targeted success criteria.

## **Section 7. TRAINING PORTFOLIO**

1. The training portfolio contains all the records and evidence of the CPD attended by the staff. It can be electronically kept or in a conventional compilation of paper evidence. Any supporting evidence of training can be scanned and documented. Paper-based evidence can be kept for reference when required.
2. The training portfolio should contain all important details of the staff. The portfolio must be organized with the following parts.
  - a. **Cover Page.** This contains the name of the staff, the position of the staff in the school, and the academic year.

- b. **CPD Record.** This is organized in tabular form that contains the following details (1) CPD Title; (2) Types of CPD; (3) CPD credit hours; (4) Date; (5) Sponsor (if available) and (6) Names of the Facilitator.
- c. **Record of Evidence.** This contains the evidence supporting the completion of the training.

## **Section 8. TRAINING APPROVAL PROCEDURE**

Step 1. The person in charge of the training prepares the training plan for a specific topic that contains objectives, date and time, name of facilitator, agenda for the training, materials, and equipment. Use the training plan template [here](#).

Note: Instructors, lecturers, and/or facilitators must be approved by SPEA which takes about two to three weeks to obtain. Approval must be coordinated with the HR or Ministry Secretary. In this regard, planning must be done ahead of time.

Step 2. This specific training plan should be submitted and approved at least five days ahead of the schedule to the CPD Coordinator which will then be forwarded when recommended to the VP and Principal for final approval.

Step 3. The CPD Coordinator shall send the result of the approval to the person in charge of the designed action.

## **Section 9. DOCUMENTING AND RECORDING CPD**

1. Formal CPD evidence must be compiled digitally in an A4 size document that contains the date, time, location, topic, training agenda, name of facilitators, type of CPD, non—commercial disclaimer and sponsor (if any) and the copy of the evidence such as certificates with the attendee's name. If the credit hours are not indicated in the certificate, evidence of invitation that supports the duration can be used as evidence.
2. Informal CPD evidence must be compiled in the same document together with the Formal CPD that contains the same information as stated above whenever the information is available. However, any evidence to verify the completion must be attached. The copies of evidence shall be approved by the committee assigned during the CPD credit assessment. The following are samples of acceptable evidence for informal CPD:
  - a. Copy of the Research or Case Study paper
  - b. Reflections, for videos and articles, in paragraph form in not less than 500 words. Reflections for books should not be less than 1500 words. Reflection should state the big ideas learned and how these can be used to improve the current work. Reflections must be original.



## Section 10: CREDIT HOURS COMPUTATIONS

1. The credit hours for formal CPD can be easily obtained as indicated in the actual number of contact hours of the training. Majority of which are in the certificates or in the invitations where the total training hours are declared. However, for Informal training specifically for the list below, calculation of credit hours formula shall be used:
  - a. **Professional Reading.** Get the total number of words of the book or reading materials divided by 250 wpm.
  - b. **Viewing of the Video Recordings.** The total credit hours shall be based on the total time of the recording.
  - c. **Action Research.** The researches made related to their work will be based on the total words created multiplied by the difficulty index divided by 250 wpm.

Table 1. Index of Difficulty of Action research

Difficulty Index	Types
0.2	Action Research / Case Study related to area of purview
0.4	Action Research / Case Study related to innovations of current work
0.6	Action Research / Case Study related to the current school initiatives, Emirates or National Priorities

## Section 11: ASSESSING CREDIT HOURS EARNED

1. The credit hours are evaluated by CPD on Credit Assessment with the approval of the SLT. The evaluation will be based on the following criteria:
  - a. Required CPD credit hours 60%
  - b. Organization of the training portfolio 10%
  - c. Sufficiency of the Evidence and Record 10%
  - d. Relevance of the Trainings 20%
2. Submission of the training portfolio should not be earlier than 15<sup>th</sup> of May but not later than 15<sup>th</sup> of June of the current year.
3. The ratings obtained in the CPD shall comprise 20% of the total performance rating of the teachers and staff at the end of the year appraisal.

## Section 12: CERTIFICATE ELIGIBILITY AND ISSUANCE PROCEDURE

AIAS may issue a training completion certificate for Whole group training administered by the school upon approval of the Principal for as long as the participants attended the

whole group training and have completed the satisfaction survey and the assessment provided during the training. The certificates are issued by the CPD Credit Assessment team leader.

## **Part I. Rewards and Sanctions to improve Attendance and Compliance**

The policies stated below are divided into two sections. Section 1 refers to rewards to teachers and staff with attendance and compliance above and beyond the expectations while section 2 is related to individuals who did not attend a training and not complied with the credit hours required as stipulated in [Part F section 3](#).

### Section 1: Rewards

An individual or a team who has obtained over and beyond the compliance of the training is eligible to receive a merit certificate from the SLT by the end of the academic year, eligible for incremental salary increase whenever such provision is available and can apply for post such as promotion opportunities.

### Section 2: Sanctions

Where individuals fail to attend or comply the required credit hours, the following sanctions are applied until the mandatory requirements of credit hours are met.

- a. Where a teacher or staff is due for incremental salary increase whenever such provision is available in school, the increase will not be applied until the next cycle of the increment.
- b. Teachers, school leaders and staff are not eligible to access the training funds for the academic year for personal development or attend other non-mandatory trainings such as creation of action research.
- c. Teachers and staff are not eligible to apply for internal posts such as promotion opportunities.

## **Part J. Training Funding Guidelines and Procedure**

AIAS allocates funding for training upon approval of the school SLT and the CEO. Funding can be both monetary and non-monetary which defray expenses for the teachers and staff development. Teachers and staff may apply for the training funding by submitting a formal letter address to the Principal with the justification of how the training will benefit him/her and the school. If approved, the beneficiary is required to deliver an in-service training to his/her colleagues in collaboration with the CPD coordinator.

Bear in mind that there is a specific budget allocation per year, and the SLT is tasked to ensure that the funds are used equitably for all the sections and departments. The SLT and CEO have the right to disapprove requests if the training does not merit the school initiatives and if it goes beyond the budget for the academic year.

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# **APPENDIX**



## TRAINING PLAN (Micro-Training Plan)

Topics of the Training:		
Date(s) and Time (Start and End):		
Credit Hours:		
Training person-in-charge:		
Date Submitted:		
<b>Training Objectives</b>	<b>Required Skills</b>	<b>Success Indicators</b>
Training Delivery Strategies		
Tick the box: <input type="checkbox"/> Face to Face, indicate the venue: _____ <input type="checkbox"/> Virtual Training, indicate the online platform: _____ <input type="checkbox"/> Asynchronous Training <input type="checkbox"/> Job Shadowing, indicate the dates: _____ <input type="checkbox"/> Others, specify _____		
Name of the Instructor / Facilitator:		
Equipment Needed:		
PPT and materials to be used: (Attached by hyperlink)		
<b>Agenda of the Training</b>		
Date or Time	Activities	
<b>Name of the Team Members</b>		
Note Taker:		
Attendance Taker:		
Photographer:		
Assessment In-Charge:		
Survey In-Charge:		
Other Members:		
Indicate below any details to assist/help you in planning and development for an effective training		

Do not write anything in the table below:

Approval Sheet		
Position	Name and Signature	Date Signed
CPD Coordinator		
Vice Principal		
Principal		

Note:

1. The person In-charge may prescribe a training plan template if the suggested template does not meet the intended training proposal.
2. Instructors/facilitators must have SPEA approval. Only qualified/experienced staff are permitted to conduct the formal training.
3. This plan should be submitted to the CPD coordinator 5 days or more before the scheduled training.



## TRAINING REPORT

(Quality Assessment Report)

Topics of the Training:	
Name of Instructor / Facilitator:	
Date and Time (Start and End):	
Credit Hours:	
Training person In-charge:	
Name of Absent Staff:	
Prepared by:	
Date Submitted:	
<b>Training Proceedings</b>	
Agenda	Narration of Experiences
<b>Survey and Assessment Findings</b>	
(Add the hyperlink of the survey and summary here)	
<p><i>Write the answer below each.</i></p> <ul style="list-style-type: none"> <li>• What are your successes?</li>   <li>• What are the areas for development?</li>   <li>• Where to next?</li>   <li>• What support do you need?</li> </ul>	
<b>Lists of eligible staff to receive certificates (if applicable)</b>	

*Do not write anything in the table below.*

	Feedbacks / Comments
CDP Coordinator	
VP	
Principal	

Approval Sheet		
Position	Name and Signature	Date Signed
CPD Coordinator		
Vice Principal		
Principal		

*Photos must be attached to the next page. Each photo must have a short description. Only formal training is entitled to certificates.*



# INDIVIDUALIZED EDUCATION LEARNING PLAN (IELP)

Name:	
Position:	
Department:	
Date Set:	
Prepared	

Goal	
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<b>Current</b> (Describe current behavior, skills, knowledge)	<b>Ideal Skill(s)</b> (Where does it need to be)	<b>Gaps</b> (What gaps have you identified)	<b>Actions</b> (What training topics / deliveries have you committed to, to close the gap)	<b>Target Date</b>
<b>Review of Actions:</b>				



# TRAINING MATRIX

(Asynchronous Training)

Level:	<b>Professional Development</b>	Period:	
Reminders			

<b>TOPICS:</b>	
<b>Targeted Dates:</b>	
<b>Success Criteria</b>	
<b>Training Experiences</b>	
<b>Optional Activities</b>	



## CONTINUING PROFESSIONAL DEVELOPMENT (CPD) PLAN

School: \_\_\_\_\_  
 Academic Year: \_\_\_\_\_

CPD Coordinator: \_\_\_\_\_  
 Principal: \_\_\_\_\_

<b>Training Needs Assessment Summary</b>							

<b>Learning and Growth Needs</b>	<b>Required Skills</b>	<b>Topics and Training Delivery Strategies</b>	<b>Resources</b>	<b>Timeline and Contact hours</b>	<b>Training Lead</b>	<b>Target Audience</b>	<b>Results Indicators</b>