**Policy: Continuous Professional Development
and Performance Management**

**Introduction:**

 Continuous Professional Development covers all activities undertaken by Administrative,

Teaching and Technical Faculty to improve their skills competencies and effectiveness in

their work. It encompasses a wide variety of activities, such as achieving advanced

Qualifications like Master’s degrees in education, attending short courses, one-day training

Sessions or in-School collaborative planning opportunities and staff development

Programs. Some of the important aspects of professional development include

collaboration, timely feedback, continuous improvement and measuring the impact in

terms of student outcomes and their achievement.

Performance Management is the periodic evaluation of the level of performance of staff.

It is normally carried out by the Principal or someone delegated for this purpose such as

the Academic coordinator or direct supervisor. It involves assessing professional skills,

competencies and effectiveness through informal and formal classroom observations and

constructive feedback, self and peer review, student and Parent / Guardian feedback and

individual professional goals. The purpose of performance management is to provide

constructive guidance to staff which will provide a platform for further professional

development. Well-developed performance management systems are likely to include

professional objectives or targets for the staff concerned, which would contribute to the

School’s development plan.

**Rational:**

* To ensure continuous development of the leadership and teaching skills and competencies of staff, including introduction to innovative and creative methods of leadership, planning, instruction and assessment.
* To provide a clear structure in which professional performance of staff is evaluated and monitored and is aligned with goals for individual and Schoolwide professional development targets.

**Policy Statement:**

 Continuous Professional Development; As this policy is central to the MOE’s strategic priorities for private education in the Emirate, the MOE requires that each School provide every member of the Administrative and Teaching Faculty and all other bodies with a minimum of twenty five hours of planned professional development per year at no cost to the staff. Training and Professional development hours should not be counted as part of teaching loads for teachers. The board will follow up on the School’s compliance with this requirement

through licensing and inspections and monitoring visits, and will request evidence of how

Schools use these professional development hours. Elite APS ensure that Principals and Academic coordinator meet the professional standards and leadership. Principals are expected to work with the Administrative Faculty and the School Development Committee, to identify the key professional development requirements arising out of the School Development Plans. Their responsibility is to implement professional development programs for all staff and to enable them to meet the targets and priorities outlined in the plan. The success of the plan, in relation to the professional development of staff and to the School as a whole, is measured through the performance management process. Teachers must contribute to their own development through collaboration with other teachers, participation in professional development activities, and regular self-assessment of their performance and identification of priorities for continuous improvement. Elite APS expects teachers to be ambitious in their pursuit of excellence for the benefit of the students they teach and the School community as a whole. Schools shall provide training through accredited government entities, and/or professionally recognized organizations to ensure that the quality of the training content and delivery benefits staff. Schools may opt to utilize a train-the-trainer approach from time to time whereby the School selects staff who receive training from a recognized / accredited agency or government entity, who then provide the training and materials to fellow staff members. Schools are responsible to ensure that the quality of the training and materials from such an approach are of high quality.

**Performance Management**

Elite APS puts in place a performance management policy and process as part of the Employment Manual to ensure that all staff have the opportunity, at least once a year, to receive confidential feedback on their work.

Elite APS should adopt an annual performance management cycle in which each staff member

shall set individual performance objectives for the following academic year and identify

relevant professional development needs that may be required to achieve the performance objectives set. Schools are expected to ensure that their strategic goals and improvement priorities are reflected into and linked to the performance objective setting

for each staff member. The Principal or a delegated representative shall undertake an annual performance appraisal, toward the end of the academic year, for each staff member and shall deliver a confidential, written performance appraisal, to which the Board shall have access to upon request. The School’s Board of Trustees together with the Owner shall carry out the Principal’s annual performance appraisal, evaluating the Principal’s performance throughout the current academic year. The School’s Board of Trustees shall approve the Principal’s performance objectives for the upcoming academic year, and the Board of Trustees shall make every effort to provide professional development and other support as required for the Principal to effectively lead the School. The Principal’s performance management appraisal must be confidential and professional at all times. The Principal’s performance objectives shall be directly linked to the School’s strategic goals and improvement priorities as set out in the School Development Plan. Schools must ensure that all staff are aware of and understand the performance appraisal criteria against which they will be appraised, and that there should be no changes to the criteria once the academic year has begun.

**Roles and Responsibilities:**

**The Board of Trustees will:**

- Ensure that Principals meet the professional standards and leadership competencies as detailed in the Council’s “Professional Standards for Principals”.

- Organize and conduct the Principal’s performance management review.

- Ensure that Principals establish clear policies, processes and practices for professional development and performance management of all staff.

- Monitor whether the identified professional development priorities and performance management objectives are fully aligned with the Elite APS Development Plans.

- Allocate a portion of the total School’s revenue toward staff training, and ensure that this is incorporated in the Private School’s financial plan each year.

**Principals will:**

- Carry out a performance management review of the Administrative Faculty.

- Provide clear professional leadership and developing effective systems and

Processes for the professional development and performance management of all staff.

- Ensure that appropriate and effective support and expectations are provided for underperforming staff.

- Ensure that all Administrative, Teaching and other Faculty members take part in a

Planned program of professional development for a minimum of twenty-five hours every year.

- Report to School Owners and/or members of the Board of Trustees on the measurable impact of professional development activities in terms of cost and effectiveness.

- Ensure that performance management objectives are aligned with the School’s Development Plan.

- Keep a copy of each confidential performance management evaluation report in the School’s personnel files.

- Submit a written report to the Board, at the end of each academic year, listing the professional development sessions conducted for the School staff, detailing staff participation records in accordance with the Board’s training requirement.

**Teachers and other staff members will:**

- Constantly strive to improve their performance and teaching approaches through participation in relevant professional development activities.

- Identify their continuous professional development needs.

- Actively participate in the Schools’ performance management process.

- Participate in-school (internal) a minimum of twenty five hours of professional development.

-Participate in external a minimum of twenty hours of professional development.