



Continuous Professional Development Policy

Latest Review: February 2024

Review cycle: 3 years

Next Review: February 2027



Wellspring Learning Community

Continuous Professional Development Policy

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Related Policies:

Teaching and Learning Policy

Faculty Performance Review Policy

Retention Policy

Approvals - names and signatures:

Chairperson of the Board

Head of School

Wellspring Learning Community

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Wellspring Learning Community's Mission Statement

Wellspring Learning Community aims to establish an inquiry-based learning environment in which students from diverse backgrounds are given every opportunity to optimize their social, emotional and academic capacities and talents. Our students will become confident, resourceful, creative, caring, responsible global and local citizens prepared to use their education to contribute in meaningful ways towards improving society, both locally and internationally.

Rationale

Wellspring Learning Community, hereafter referred to as Wellspring, views itself as a learning community that is as committed to the continuous growth and development of faculty members professional learning as it is committed to student learning. Wellspring believes continuous professional development is essential to quality education. A culture of excellence can only be achieved through personal and organizational commitment to growth. For discussion purposes, the acronyms for continuous professional development (CPD) and professional learning (PL) are used.

As a learning community, Wellspring recognizes the wealth and unique variety of faculty member expertise; therefore, the school encourages each community member to develop and take personal ownership of their individual learning growth and that of the institution as a whole. The learning community commits to sharing their knowledge and expertise by mentoring, coaching and collaborating with other members. It is through this commitment and an understanding of Wellspring's mission and vision that effective, targeted and useful CPD/PL opportunities can be found or created both through external and internal offerings.

The purpose of faculty members continuous professional development is to promote individual and community growth with the ultimate purpose of enhancing student learning through the dissemination and exchanging of new knowledge, additional skills and new pedagogy. Ongoing continuous professional development opportunities for Wellspring faculty members take a wide variety of forms on both individual and group levels.

CPD opportunities for Wellspring faculty members take a wide variety of forms on both individual and group levels and are prioritized in function of the:

- Safety and wellbeing of students, faculty and staff
- Personal professional growth
- School academic direction and priorities
- Programme requirements as set by IB or Lebanese curriculum

- Faculty members performance review process

Definitions

Continuous professional development (CPD): opportunities that are created with the purpose of achieving professional learning

Professional learning (PL): the process professionals go through when they learn, wherever and however, that happens

Coaching: a co-constructed support system for professional learning that takes place between colleagues where one transfers knowledge and/or guide the other in the development of a new skill

Mentoring: a long term, guiding relationship between a more experienced staff member and a less experienced member. While this relationship does center on helping the less experienced staff member to develop and evolve, it is also a relationship based on confidentiality and trust that provides said staff member with all round support.

Professional learning communities (PLC): a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

Roles and Responsibilities

Head of School

- Is responsible for setting professional goals related to leading the school towards its maximum capability
- Evaluates and approves all time off for individual CPD requests where time away from regular leadership responsibilities and teaching hours may be affected
- Is responsible for approving funds to support professional development plans
- Conducts walkthroughs of classes and flags issues to academic leadership team

Director of Learning and Teaching

- Is responsible for setting the academic direction of the school and the faculty's professional goals related to academic continuous professional development
- Reviews data from observation reports with the academic leadership team and recommends action plans
- Conducts observations to support academic leaders as needed
- Delivers CPD sessions as needed

Continuous Professional Development Leader

- Plans the annual CPD calendar, in collaboration with the Director of Learning and Teaching and the Programme Coordinator
- Conducts observations to support academic leaders as needed

- Is responsible for compiling information from goal-setting forms and observation records to determine CPD needs for faculty members
- Delivers CPD sessions as needed
- Facilitates sharing of practices and reflecting on CPD sessions
- Liaises with external guests to coordinate delivery of CPD sessions

Programme Coordinator

- Identifies the faculty members CPD needs and goals in consultation with the Subject Leader and/or individual faculty member
- Is responsible for setting professional goals that monitor the progression of the programme
- Assesses and supports the professional development of team members with informal and formal classroom observations aimed at supporting the faculty member in achieving individual and community professional goals

Subject Leader

- Assesses and supports the professional development of team members with informal walk-throughs and classroom observations aimed at supporting the faculty member in achieving individual professional goals
- Develops a set of professional goals with each faculty member, in collaboration with the Programme Coordinator
- Proposes and carries out a coaching schedule that supports each team member in the achievement of their goals

Faculty Member

- Seeks out individual CPD opportunities and participates in sharing their expertise, experience and knowledge with others in the community through personal research, collaborating with others, presenting school workshops, attending conferences, networking events or other external CPD opportunities that are in line with both the school's mission and the individual's professional goals
- Works with their Subject Leader and/or Programme Coordinator in the development of professional goals and committing to a schedule of coaching/mentoring to reach those goals
- Fills out a goal-setting form at the beginning of the academic year to decide on their action plan. For returning faculty members, the action plan must include feedback from their latest formal observation
- Leads at least one collaborative meeting per year
- Reads and leads a discussion on at least one article/book per year
- Participates in at least two reflective dialogue sessions per year
- Joins at least one school committee
- Participates in peer observations

Continuous Professional Development

Wellspring strongly believes in identifying and building upon the competencies, talents and expertise of the community members, and thus is committed to the growth and development of its faculty.

Continuous professional development promotes formal and informal collaboration within and across curriculum programmes, subjects and individual goals.

Individual professional development requests may be initiated by:

1. The faculty member based on self-assessed professional needs and aspirations
2. The school: faculty members may be requested by their Subject Leaders, Programme Coordinator, Continuous Professional Development Leader, Director of Learning and Teaching, and the Head of School to participate in specific PD activities to meet programme requirements, lead new endeavors and support their professional growth

The various types of CPD, in addition to coaching, mentoring, and active professional learning communities, include but are not limited to:

Annual orientation

New faculty members receive a package that includes curriculum documents, school policies and procedures. Orientation training weeks include on-campus workshops, training sessions and group discussions including but not limited to:

- Introduction to Wellspring's culture, mission, vision, core values and guiding principles
- Introduction to school policies
- Introduction to school systems and procedures (such as classroom management and expectations, use of common folder, learning behavioral policy)
- Introduction to Lebanon and the Lebanese culture (for Expat faculty members)
- In-house IB related workshops, including but not limited to inquiry, unit planning process, conceptual understanding, collaborative planning, curriculum documentation, making learning visible, ATL, global contexts, service learning, assessment and internal standardization
- In-house subject-specific training
- Team building activities
- Technology training on different forms of electronic communication in addition to other school software and platforms

Continuous in-school training

- Coaching and mentoring, including demonstrating lessons, peer observations, and implementing initiatives
- Producing curriculum documentation and teaching materials
- Participating in school committees
- Assisting in writing accreditation reports and school documentation

- Collecting, analyzing and reporting student data from internal and external assessments
- Initiating school research
- Collaborating with external consultants
- Participating in faculty members exchange programs

Should a staff member be interested in presenting a workshop session around a certain theme, they are encouraged to communicate this with their Subject Leader and Programme Coordinator and or Continuous Professional Development leader. The request could then be fitted into the annual CPD calendar.

External CPD

External CPD, whether local or international, may vary in type and form:

- Face to face training opportunities
- Online workshops
- Blended workshops
- Webinars
- Conferences
- Certifications
- External partnerships
- External practical experience (IB marking papers and projects, presenting at a conference, leading IB and other workshops, involvement in networks and association, participating in curriculum reviews)
- Local and international competitions

If a faculty member identifies an external CPD opportunity they would like to pursue, they are encouraged to submit the following:

- a request for the CPD with the rationale of its relevance and benefit to the students and the school, specifying all related costs and details to the CPD Leader, Subject Leader and Programme Coordinator who, in turn, will seek the approval from the academic leadership team. The academic leadership team will accept/reject any external CPD request at their discretion
- a signed “time-off request” form to the Head of School office for final approval

If the CPD opportunity is abroad, please refer to appendix A for the process to be followed.

CPD Obligations

Accepting a CPD opportunity implies committing to Wellspring for at least an additional year (as per faculty members’ employment contract). Should this commitment not be honored, Wellspring reserves the right to recover the full costs of travel, visa, hotel accommodation, per diem money and workshop/training fees.

After completing any training, a faculty member is required to:

- Submit a report summarizing the learning experience and the implementation action plan
- Cascade the workshop training/experience by conducting in-school sessions for colleagues
- Hand over all workshop related documentation, both digital and hardcopy forms, to the CPD Leader who will in turn share onto the common Sharepoint site.

Monitoring and Evaluation

As a part of Wellspring's drive to ensure that the continuous professional development and learning is meaningful and effective, leaders will continuously monitor the implementation of every CPD and evaluate its short-term and long-term impact on the learning.

Appendix A

Logistics for International CPD

After leadership approval for a specific CPD activity abroad, the CPD Leader will coordinate the process by following:

- Registration fees
- Hotel fees for the duration of the workshop/conference. Hotel rooms are booked on a double occupancy basis for the same gender when possible
- Per diem fees depending on the country and booking conditions
- Travel insurance covering the period of travel
- Visa fees
- Economy class return ticket (covering the duration of the workshop)
- Transportation fees between airport, hotel and conference venue

Any staff member who wishes to extend their travel for personal reasons must discuss the additional time off ahead of time and get full approval from the Head of School before planning. Extra time off may not be granted. All extra charges for changing tickets and hotel reservations, transportation etc. will NOT be the responsibility of the school.