

Teacher Development Programme

“Providing world-class education”

Innoventures Education: Our Vision

Introduction

All Innoventures Education schools have an unwavering commitment to providing outstanding learning experiences for all students. In this regard, leaders at all levels maintain a singular focus upon continuous improvement in the quality of teaching; with all teachers actively seeking to improve their professional skills and abilities as reflective practitioners. We expect every teacher to be a very good teacher, as no child deserves less. This document outlines the four levels of support that staff can expect from their school leadership teams as they develop their practice to become outstanding teachers.

Teacher Development Programme

The mechanism for supporting teacher development in Innoventures Education schools is fundamentally based upon our philosophy *“to enable staff to become life-long learners through the development of their professional practice”* (Innoventures Education: Our Philosophy - point 5). There are four tiers to the support programme, based upon the level of learning most commonly observed in an individual teacher’s lessons. As part of our commitment to world-class education, the expectation is for all teachers in Innoventures Education schools to be at Level 2 or better.

Level 1 – Outstanding Practitioners

At this level, teachers secure the highest quality learning experiences for their students. No lesson is observed to be less than Very Good, with most Outstanding. Level 1 teachers will be mentors on the *‘Teachers with Outstanding Practice’* professional development programme (TOP) and are likely to be in leadership positions with a substantive responsibility post. These practitioners will provide professional development courses, coaching and training to others within the school and across the group as required.

Level 2 – Consistently Very Good Practitioners

Level 2 teachers consistently ensure Very Good or better learning experiences for their students, but need further professional development to become consistently Outstanding. At this level, teachers will be mentees on the TOP programme, with successful completion moving them towards Level 1 practice. They will be supported by a Level 1 mentor who will tailor their training programme to meet their individual needs, utilising a coaching model. It is likely that as part of their programme they will be given the opportunity to provide professional development to staff on a specific area of expertise.

Level 3 – Good Practitioners

Teachers who secure only Good learning and progress for their students are deemed to be in need of Level 3 support. This is provided by their direct line manager – either their Head of Department or Year Leader. The focus for professional development is to ensure that they become consistently Very Good, and therefore rapidly moving to level 2. The line manager will provide specific support to address identified areas of need, enlisting the support of additional Level 1 & 2 staff as appropriate.

Level 4 – Acceptable/Weak Practitioners

If from repeated observation a teacher is delivering barely acceptable or weak learning experiences for students, then they will be deemed to be at Level 4 of the support programme. A Professional Development Plan (PDP) containing short-term (5-6 week) SMART targets will be formulated by the line manager in consultation with the Head of School to secure improvement. If sufficient progress is not made, then it is likely that the teacher will be placed upon a Capability Procedure.

Monitoring, Reporting and Quality Assurance

It is of paramount importance that the tier of development determined for each member of staff is accurate. To this end, it should include multiple lesson observations and work scrutiny from a range of middle and senior leaders. The Performance Appraisal system will also feed into this process, and enables each staff member to drive their development through self-evaluation, reflection and discussion with their line manager. It is likely that for Level 2 teachers, successful completion of the TOP programme leading to the award of Mentor status will form a Performance Appraisal objective. Similarly, at Level 3, teachers are advised to set objectives that will enable them to move to Level 2 and participate in this programme as a mentee.

The School Principal will maintain records that identify the specified level for each staff member. Summary data will be provided to the CEO through the Principal's Weekly Report, with additional details on the progress of teachers at Level 4.

The School Development Unit has a direct role in providing Quality Assurance for the Teacher Development Programme through monitoring and review of implementation and impact, in partnership with school leaders. The SDU will provide further Quality Assurance through lesson observation to ensure that performance judgements made by the school are valid and robust. While SDU Professional Development courses support the Teacher Development Programme, there will be no direct involvement in coaching, mentoring and support for individual teachers – this is the sole responsibility of the school leadership team, in line with Quality Indicators 1.3, 3.1, and 6.1.

Line Management

As part of their role, middle leaders are responsible and accountable for the quality of teaching and learning in their teams through focussed, personalised, developmental line management (as outlined in Innoventures Education documents ML1 & ML2). Similarly, school senior leaders are responsible and accountable for the quality of leadership shown by the middle leaders that they line manage. In this way, all school leaders and teachers have an unwavering focus upon the highest quality in teaching and learning, leading to the highest quality in student outcomes.

Typically, line management of middle leaders will demand regular, scheduled meetings where the quality of teaching and learning within each team is reviewed. Middle leaders should be clear on the teacher development level for each member of their team, and team improvement plans should provide clear details on the actions necessary to develop all teachers towards Level 1 (TOP) status. Senior leaders will regularly undertake monitoring activity (lesson observation, work scrutiny, data analysis, etc.) to validate middle leader evaluation of the quality of learning in their team. They will support and empower middle leadership, but also provide challenge to secure accountability. In their line management, leaders at all levels will use constructive, honest, professional dialogue to sustain the highest expectations of quality that characterises all Innoventures Education schools.

TOP Programme

The Teachers of Outstanding Practice (TOP) Programme is a central instrument in the Innoventures Education commitment to providing Outstanding learning experiences for all children and, as such, is a mandatory component of the professional development offered in each school. The TOP programme follows a coaching/mentoring model, utilising the ability of Outstanding classroom practitioners (the mentors) to impact upon the practice of their peers (the mentees). It follows a 'pyramid' structure, aiming to extend its reach to include all teachers in every Innoventures Education school by the end of each Academic Year, following an initial opening year where sustainable capacity for the programme is secured. Each school should complete a minimum of 3 TOP cycles on an annual basis.

The TOP programme centres upon honest, action-focussed feedback on classroom practice and a clear understanding of what Outstanding learning looks like. Each cycle is typically 6-8 weeks in duration, with mentors working with their mentees to develop focussed 'next-steps' to further develop their already Very Good practice into consistently Outstanding lessons. Lesson observation will be undertaken using the Innoventures Education Lesson Observation Grid, which is aligned to the UAE School Inspection Framework and supports the development of specific, next-step feedback. Mentees will also be trained in providing effective feedback, and in so doing will themselves develop into mentors, ready to take on further mentees in subsequent TOP cycles. School senior leaders are responsible for overall validation of the accuracy of lesson observations undertaken through paired observation with mentors – they will effectively 'sign-off' each mentee as they move to mentor status at the end of the TOP cycle. It is anticipated that a member of the senior leadership team in each school section will take overall responsibility for co-ordinating the programme and ensuring its success. The Innoventures Education School Development Unit will be responsible for overall Quality Assurance of the TOP programme across the group, and provide support to each school as appropriate.

A typical TOP cycle is outlined below. School leaders should consider that certain mentees might need to proceed through more than one cycle in order to gain mentor status.

Week	Activity	Outcome
0	Initial workshop meeting between all TOP mentors and mentees.	Mentees develop awareness of what Outstanding learning looks like.
1	Initial lesson observation and feedback to identify and agree specific actions.	Mentee clear on Next Steps (teaching).
2	Paired peer observation with mentee providing feedback. Mentor & mentee to identify Next Steps based upon feedback skills.	Mentee developing skills in providing effective feedback and using Lesson Observation Grid. Mentee clear on their Next Steps (feedback).
3	Lesson observation focused upon actions. Further actions identified.	Mentee moving to Outstanding practice. Next Steps (teaching) reviewed and refined.
4	TOP group meeting to review cycle progress. Paired peer observation. Further actions identified	Feedback on TOP cycle to senior leaders. Mentee further developing feedback skills. Mentee clear on their Next Steps (feedback).
5	Final lesson observation, and paired peer observation (as required).	Mentee has moved to TOP status for both their teaching and providing effective feedback.
6	Senior Leader validation observation.	Mentee 'signed-off' as a TOP and becomes a mentor.
7	Senior Leader to produce a summary report reviewing TOP cycle. New mentors and mentees identified.	Updated TOP list of mentors and mentees. New TOP mentors receive certificates of achievement.