Teachers' Continuing Professional Development Policy

Personal Development is an important part of working at Celtic English Academy. All teachers, regardless of experience, are expected to be open to the process of personal development and of improving their own teaching as well as contributing towards an overall improvement in the standard of teaching at the school. It is the school's policy that each member of staff has equal opportunity to develop as a teacher. In addition, if any teacher wishes to develop other, non-teaching, skills in order to have additional responsibilities, it is important to the school that they tell somebody.

Celtic English's PDP (Professional Development Policy) involves different areas, with the intention that all are integrated and contribute to the other. PDP can involve

- teacher mentoring
- internal training (INSET)
- external training, including the sponsorship of teachers to study for new qualifications
- student feedback
- appraisals
- observation

Teacher Mentoring

Teachers are encouraged to make use of the school's teacher mentor(s), or another member of the academic team, to discuss any pedagogical issues they may have. Examples of issues that may be discussed are

- problems with classroom management
- integrating phonology into the teaching of grammar and lexis
- teaching a specific skill or class type

Teachers may, on occasion, be referred to a mentor by a member of the academic team to work on specific areas. These referrals may follow a peer or formal observation that highlighted a weakness in one area of teaching, or may be in anticipation for a school inspection or period of formal observations. However, all teachers have the opportunity to speak to another teacher, in a mentoring role, whenever requested. Meetings with the teacher mentor will be confidential but may result in observations, further mentoring or changes to the INSET schedule. Teacher mentoring has been extremely successful and should be seen as an invaluable opportunity for any of our teachers to discuss their teaching, confidentially, with an experienced member of staff.

INSET

Attendance at INSET sessions is part of your contract and teachers are expected to attend all in-house training at Celtic English Academy. INSET sessions are delivered by members of the academic team, other teaching staff and occasionally guest speakers. Teachers are encouraged to deliver training sessions themselves. If you would like to deliver a training session on a specific topic, speak to a member of the Academic Management Team. The INSET schedule is carefully prepared to reflect the needs of the teachers and the choice of topics is based on student feedback, teacher feedback, formal observations, peer observations, mentoring sessions and school inspections. The majority of INSET sessions take place from 12.30 on Fridays so that all members of staff have the

opportunity to attend. Occasionally, two sessions may run at the same and teachers have the opportunity to choose which session they would like to attend. The school aims to run training sessions once a month.
Third Friday of the month?
paid 1 hour for attendance at admin living wage rate
paid 2 hours for leading INSETS, which includes 1 hour preparation

External Training

Celtic English welcomes suggestions from its teachers about specific external training that may be beneficial to its staff. This might involve

- attendance at an EFL conference
- attendance of an English UK training session
- DELTA fees

The school will often pay for part or all the expenses involved, including course fees, travel and accommodation costs, although this must come at the discretion of the Managing Director.

CEA is registered with a number of ELT resource sites including Macmillan, Trinity, Pearson, English UK, British Council. BBC Learning English, OUP, CUP. We are also subscribed on the fo9llowing resource sites (some paid some free)

Student Feedback

The school aims to receive feedback from students about their classes, teacher and general experience at Celtic English. The procedure for receiving feedback of an informal nature is described in the Student Feedback Policy document. However, for CPD purposes, any feedback that comes to the school through the school's online platform, Guided e-Learning, is forwarded to relevant members of the teaching staff. Likewise, all informally received feedback about teachers is recorded in the Student Feedback Form and, depending on the nature of the feedback, is passed on the relevant teacher in their appraisal, or more immediately.

Appraisals

In line with the school's policy on staff appraisals, each teaching member of staff will be given a formal appraisal once a year. The appraisals will be carried out by the Director of Studies. Director of Studies appraisals will be held with the Managing Director. The appraisals aim to record an assessment of employee's performance, potential, and development needs but also helps to improve employee's job performance by identifying strengths and weaknesses and determining how their strengths can be best utilised within the organisation and weaknesses overcome.

During the appraisals, teachers will be able to discuss their feelings related to job satisfaction and discuss opportunities for future professional development. The appraisal will focus on observation feedback and student feedback, in which suggestions will be made for future development. Teachers are also encouraged to discuss any aspects of teaching that they would like to have further training;

this will be considered for future teacher training/ mentoring/peer observation sessions. An action plan will be established and reviewed in the next appraisal session.

Observation

Lesson observations should form a large part of a teacher's professional development. Observations take different forms. The school implements and encourages regular formal, peer, developmental, pop-in and reflective observations, as well as observations that aid any mentoring of teachers. See the Teacher Observation Policy and Procedure for more details.