



ISTANBUL
INTERNATIONAL
COMMUNITY
SCHOOL

Professional Learning
at IICS

PROFESSIONAL LEARNING AT IICS

2016-2017

Professional Learning at IICS

Introduction

It is a fundamental expectation of all IICS staff members that they are willing and prepared to learn; not only how to improve their own capacity to elicit exceptional learning but also how to contribute to the learning of colleagues and to the development of IICS as an exceptional educational institution.

We believe that feedback is a key contributor to learning and that a personalized approach is the one most likely to have impact. We aim to reflect these beliefs in our systems and practices.

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- Appraisal
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- Definition of Professional Development
- Allocation of PD budget
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Learning at IICS

ENVIRONMENT		TEACHING & LEARNING	RESOURCES
AFFECTIVE	PHYSICAL	PERSONALIZED	
<p>Exceptional culture of learning:</p> <ul style="list-style-type: none"> • Trusting, inclusive respectful relationships • Expectation that all can succeed • Recognition of effort and strategy • Mistakes/failure welcomed and utilized • Shared high level of motivation and aspiration • Students are active partners 	<ul style="list-style-type: none"> • Learner and teacher owned • Supports self- directed learning • Learner achievement visible and valued • Learning process visible and valued • Inviting and conducive to learning • Learning spaces appropriately utilized to maximize learning 	<ul style="list-style-type: none"> • The purpose of the learning is clear • Personalized and timely feedback is received by students • Feedback about their learning is elicited from students and impacts teaching • Learning is active, participatory and often collaborative • Students are supported in recognizing and developing AtL • Content is relevant and important • Learner impact is evident • Varied strategies are used to enable different learners to achieve • Students are challenged • There is support for students personalizing their learning both within and outside the session 	<ul style="list-style-type: none"> • Technology is used to extend and accelerate learning • Resources enrich and support the experience of all learners • Additional staff are used highly effectively to impact learning
IMPACT			
<ul style="list-style-type: none"> • Learners are deeply engaged • Learners can articulate their learning process, and accurately discuss their strengths and weaknesses • Learners know what they need to do to improve and how to go about it 		<ul style="list-style-type: none"> • All learners make progress • Some learners make exceptional progress 	

This is an overview of the main indicators we believe create a learning experience and culture in which most students will best thrive. It is a work in progress.

Appraisal and Professional Learning

New Teachers:

All new teachers will go through a formal appraisal process within their first 3 months. This process will include at least one formal lesson observation, with a pre- and post- conference, in collaboration with a member of the Leadership Team. It will also include a range of formal and informal professional evidence. This evidence includes but is not limited to: parent and student communications, student performance indicators, professional responsibilities, and ongoing professional discussions. The outcome of this process will be a summative evaluation document that includes commendations and recommendations.

At the end of the each year, teachers will complete a self-assessment on their contribution to IICS which will be discussed with their Principal or Vice Principal. At this meeting feedback will be shared and plans for projects or PD for the following year discussed.

If it is identified that after the first appraisal cycle a new teacher has not met the expectations of the school, areas for improvement would be identified and, the teacher would have a second formal appraisal before the end of their first year. The outcome of this will be a second evaluation document with an updated set of commendations and recommendations.

If serious concerns about a new teacher's professional practice remain after this cycle, they will go through a third cycle of appraisal. This will be completed by October of their second year at IICS. This third cycle may result in a non-renewal of contract.

At any time teachers are welcome to invite a peer or Leadership Team member to observe a lesson.

Established Teachers:

After the first year, all IICS teachers should expect a more formal observation at least once in a two year cycle.

If it is identified that after the appraisal cycle a teacher has not met the expectations of the school, areas for improvement would be identified and, the teacher would have a second formal appraisal before the end of the year. The outcome of this will be a second evaluation document with an updated set of commendations and recommendations.

Each year teachers will work with their Principal or Vice Principal to design their professional growth plan for the year.

At the end of the each year, teachers will complete a self-assessment on their contribution to IICS which will be discussed with their Principal or Vice Principal. At this meeting feedback will be shared and plans for projects or PD for the following year discussed.



	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
First year at IICS A	← Formal observation → Do you know your students? Is IICS a good fit for you? ← Walk throughs →			← Peer walkthrough or observation → ← Walk throughs →					Summary conversation <ul style="list-style-type: none"> • How was it for you? • Self evaluation • Feedback • Goals and PD for next year 	
B	Check-in on goals and ideas for the year ← Walk throughs →			← Observation from someone! Peer, student, staff member, parent, LT → ← Walk throughs →					Summary conversation <ul style="list-style-type: none"> • How was it for you? • Self evaluation • Feedback • Goals and PD for next year • Contribution to school 	
C	Check in on goals and ideas for the year ← Walk throughs →			← Formal observation → ← Walk throughs →					Summary conversation <ul style="list-style-type: none"> • How was it for you? • Self evaluation • Feedback • Goals and PD for next year • Contribution to school 	

Feedback Opportunities

- **Student – outcome – centered conversations about practice**

These might be with a Leadership Team member, HoD or peer or team; they are timetabled and include a review of evidence (qualitative or quantitative) of student progress or attainment. This 'evidence' might be discussion of a representative sample of student essays/science reports/math investigations, projects, outcomes from a session visited, MAP score analysis. Primary profile meetings would fall into this category.

- **Full lesson observations**

These can be conducted by anybody but usually would be with a senior staff member or HoD. The duration would be for a whole lesson or session. There would be a discussion before and after and a written follow up.

- **Peer observations**

Conducted by anybody and the length, focus and follow up decided by the participants. An email informing your Principal of the event and any specific learning or observations which have ensued would be nice. In general it is anticipated that the main benefit of this practice is to the observer. Therefore the observer is usually the initiator and organizer of the visit.

- **Student observations**

We haven't done this before yet at IICS but Jane would be interested in hearing about anyone willing to try it!

- **Walkthroughs**

A great, simple structure for keeping Leadership Team members and others in tune with what is happening in our dynamic classrooms on a regular basis. Often they are good triggers for conversations and opportunities for feedback. Should be conducted by everybody!

- **Data**

We are keen to develop expertise in using data to improve learning. An example of the quantitative data we use is MAP. An example of qualitative data we use is the annual student survey.

- **Annual summary conversations**

Part of this conversation is focused on you receiving feedback on your impact and your contribution to the wider school community, giving feedback on your experiences, and discussing goals and PD for the following year.



Definition of PD

We consider any experiences which contribute to staff learning as PD. These include but are not limited to:

- IB courses real and virtual
- National and international conferences – visiting & presenting
- Observing colleagues or team teaching
- Action research
- Leading staff PD
- Shadowing a leadership position
- Visiting other schools
- Being part of a CEESA job-alike
- Being part of an IICS PLC
- IB examiner training
- Collaborating with outside experts, not necessarily teachers
- Attending external courses

- **External training/development**

IICS can fund a number of individuals to attend courses and workshops annually – priority is given to the closeness with which the program supports your professional goals or those of the school – raffia doll making in Bali tends to fall low on the list...

- **Conferences**

As above

- **Online courses**

Very cost –effective, Your Principal and IB Coordinators can recommend places to look.

- **Delivering workshops, speaking at conferences**

We love this. Great PD and great PR for IICS!

- **School visits**

If you know of a school or a teacher who is a model of exceptional practice you wish to study, either in Istanbul or abroad, this can be a cost effective professional development opportunity.

- **Learning conversations**

Scheduled opportunities to discuss your work with a Leadership Team member, review student outcomes, consider feedback, etc.

- **Peer Observations**

Always supported if humanly possible - speak to your Principal for support or cover.

- **Shadowing**

If you are interested in taking up a leadership role you are encouraged to work with the staff member in the position to learn more about it.

- **Coaching/mentoring**

You are encouraged to ask for support or offer to work with someone to develop expertise or confidence.

- **Leading an initiative**

You are encouraged to volunteer to lead an initiative or organize an event – great project management experience.

Allocation of PD Budget

The budget is managed by the Head of School in collaboration with divisional leaders and curriculum coordinators with the aim of achieving maximum impact on student learning and school development.

All staff members are entitled to PD. Priority for funding is given to

- Essential IB curriculum update training.
- Whole school accessible PD such as visiting experts
- PD focused on whole school goals
- Economical, high impact PD such as school visits, local opportunities
- The number of recent PD opportunities a staff member has experienced may also impact the decision

Information About PD

Go to the Google PD Calendar, speak to your Principals and IB Coordinators.

Application Process for PD

To apply for PD;

- First discuss with your Principal for a provisional approval
- Once it is provisionally approved, go to IICS's Professional Learning website, <http://professionaldevelopment.iics-k12.com/> and follow the tab labeled "Applying For PD" (*The application process as well as expectations can be found there*)
- You should fill out 'PD Provisional Booking Form' (You **MUST** complete the online form. Your PD will not be processed unless you do.)
- The applications will be reviewed by the Leadership Team. If approved, Figen will email you. If not, your principal will break the news to you gently.

Figen will manage all the logistics for you

Sharing Learning

- Staff members are required to write a short overview of the PD experience and to note any particular resources or links. This should be sent to Figen and will be published on the PD website.
- Staff members are encouraged to lead PD to share their learning
- Staff members are also encouraged to document their learning and action research in the classroom and to write articles. IICS has a fledgling Journal to share this learning entitled 'Spark' managed by Figen.



Appendix

Self – assessment documents
Proforma record – keeping documents

IICS Professional Appraisal

Teaching Staff Member Self-Assessment

Name:

Date:

		Exceptional	Above expected	Expected	Not enough evidence/ area for development
1	Relationships:				
	Students				
	Colleagues				
	Parents				
	Leadership				
	Local staff				
	Genuine interest in children				
2	Personal skills:				
	Willingness to listen				
	Willingness to seek advice				
	Ability to respond to feedback and act on advice				
	Willingness to accept responsibility				
	Sense of humor				
	Adaptability/Flexibility				
	Collaboration				
	Enthusiasm and energy				
	Tolerance of frustration				
	Initiative				
	Commitment to professional development				
	Attendance and punctuality				
3	Impact				
	On student learning				
	Ability to inspire learners				
	Ability to personalize learning				
	On whole school development				
	Encouragement of high standards				
	Organization and efficiency				
	Ability to communicate effectively				
	Impact on staff morale/school climate				
	Contribution to co-curricular				

IICS Professional Appraisal

Leadership Team Member Self-Assessment

Name:

Date:

		Exceptional	Above expected	Expected	Not enough evidence/ area for development
1	Relationships:				
	Teachers				
	Students				
	Parents				
	Peers				
	Local staff				
	Board				
	Genuine interest in children				
2	Personal skills:				
	Willingness to listen				
	Willingness to seek advice				
	Ability to respond to feedback and act on advice				
	Willingness to make tough decisions				
	Willingness to accept accountability				
	Willingness to require accountability				
	Sense of humor				
	Adaptability/Flexibility				
	Team player				
	Enthusiasm and energy				
	Tolerance of frustration				
	Initiative and creativity				
	Attendance and punctuality				
3	Impact				
	Improvement of student learning				
	Development of staff				
	Contribution to whole school development				
	Encouragement of high standards				
	Organization and efficiency				
	Ability to complete projects and follow through				
	Ability to inspire and engage students				
	Ability to inspire and engage staff				
	Ability to communicate effectively				
	Promotion of the school beyond the IICS				

Observation Record

Name:

Date:

Observer:

Grade:

Session Overview:

	Teacher Self-Reflection	Observer Comments
Environment - relationships - student engagement How does everyone feel?		
Personalised Learning How is learning optimized?		
Impact What has changed?		
General Comment		

Teacher

Observer

.....

Professional Learning Observation Discussion

Name:

Observer:

Grade:

Date:

Session Overview:

Feedback

Environment

Learning

Resources

Impact

Teacher

Observer

Professional Learning End of Year Summary

Name:

Date:

This conversation would generally cover:

- Staff member's perspective on the school year and reflection on goals and development.
- Feedback from Leadership Team member - commendations, recommendations, contribution, impact, matters to be addressed.
- Discussion of professional learning for the upcoming year – personal needs and interests, opportunities looked for, PD they could offer to others.
- The Leadership Team member will write up the discussion in summary and add commendations, recommendations and matters to be addressed.

Professional Learning End of Year Summary

Name:

Date: