

**Professional Development Policy (Teaching Staff)
in the State Autonomous Non-Typical Educational Institution
“International Arctic School” of the Republic of Sakha (Yakutia)**

1. Subject Area

This policy sets out the principles that underpin professional and career development at the School. This policy applies to all permanent, full-time or part-time, teaching staff of the School. Employees with temporary/short-term contracts might attend trainings at the Administration’s discretion. This policy doesn’t cover such supplementary employees as contractors or consultants.

The purpose of the Professional Development Policy is to encourage and support teaching staff to actively pursue their professional and career development as an integral part of their employment with the School.

2. Normative References

This Policy has been developed on the basis of the following documents:

1. Federal Law of December 29, 2012 No. 273-FZ “On Education in the Russian Federation”;
2. Federal Law of June 1, 2005 No. 53-FZ "On the State Language of the Russian Federation”;
3. International Baccalaureate Program Standards and Practices.
4. The Order of the Ministry of Education and Science of the Russian Federation of April 7, 2014 No. 276 “On Approval of the Procedure for Attestation of Pedagogical Workers of Organizations Engaged in Educational Activities”.
5. The Decree of the Government of the Russian Federation of August 8, 2013 No. 678 “On approval of the nomenclature of positions of pedagogical workers of organizations engaged in educational activities, positions of heads of educational organizations”;
6. The Order of the Ministry of Health and Social Development of the Russian Federation of 26.08.2010 No. 761n (an edition of 31.05.2011 No. 448n) “about the approval of the uniform qualification reference book of positions of heads, experts and employees, the section "Qualification Characteristics of Positions of Educators”.
7. Statue of SANTEI "International Arctic School" of the Republic of Sakha (Yakutia).
8. Collective Contract of SANTEI "International Arctic School" of the Republic of Sakha (Yakutia).

3. Terms, Definitions and Abbreviations

Professional Development refers to all training, certification and education that a teaching staff needs to succeed in his or her career.

Continuing Professional Development (CPD) - learning activities a teaching staff engage in to develop and enhance their abilities throughout his or her career.

Paid Time Off (PTO) - is a policy that provides a bank of hours in which the employer pools sick days, vacation days, and personal days that allows employees to use as the need or desire arises.

Newly Qualified Teaching Staff (NQTS) refers to teachers who graduated from a university with state accreditation, while they first came to work at school in the year they completed his or her studies, or teachers with less than 3 years teaching experience.

4. Purpose:

- To provide opportunities for teaching staff to further their professional knowledge and skills in best teaching and learning practices.
- To equip teaching staff to be able to respond to curriculum and institutional changes.
- To balance the needs of the school, teams within the school and individual staff and to provide members of staff with the skills to prepare themselves for increased responsibility and career advancement.
- To ensure that teaching staff is recognized as the school’s most important resource.

5. General Guidelines:

Professional development is an obligation of all teaching staff.

Teaching staff should try to make the most out of the trainings by studying and finding ways to apply knowledge to their work.

All eligible teaching staff is covered by this policy without any discrimination.

The success of training is evaluated based on the School’s Competency Framework (Attachment 1) through professional development plans.

Each member of the teaching staff will develop a personal professional development plan that is aligned to the school’s Strategic and Annual Implementation Plans.

All professional development efforts should respect cost and time limitations, as well as individual needs and School’s strategic plans.

All members of the teaching staff are encouraged to seek and provide professional development from other staff members within the school and to share their learning with others.

All teaching staff attending professional development has a responsibility to report briefly to the remainder of staff about the activity and its benefits etc.

6. Teaching Staff Development Opportunities

In general, we approve and encourage the following forms of professional development:

- Formal training sessions (external or “in-house”)
- Self-paced learning
- Induction program
- Attestation

6.1. Formal Training Sessions

a. External training programs

The School has certain provisions regarding individual training programs. All employees that have worked for the School more than four months are eligible to participate in external training programs individually or in teams. The School will set a budget for each employee at the beginning of a year, which will be renewed annually.

Teaching staff can choose to attend as many training programs as they want, provided they don’t exceed the budget. If they do, they’ll have to pay any extra fees themselves.

Teaching staff may have to bring proof of attendance.

Any training that the School mandates (e.g. due to new systems or policy changes) is excluded from the training budget and time limit. The School may take care of the entire cost.

All trainings should consider what teaching staff need and how they can learn best. This is why, the School encourages teaching staff to consider multiple training methods like workshops, e-learning, lectures and more.

b. The 'in-house' training programs

The School might occasionally engage experts to encourage development and collaborative work amongst colleagues. The School will cover the entire cost in this case. Examples of this kind of training and development are:

- Training new teachers
- Training teams in school-related issues (e.g. new systems or policy changes, including international baccalaureate programs)
- Training teachers to prepare them for new responsibilities, promotions or transfers.

Teaching staff won't have to pay or use their leave for these types of trainings. Attendance records may be part of the process.

More experienced teaching staff are encouraged to take an active part in leading such programs.

6.2. Self-Paced Learning

Teaching staff are responsible for continuous learning and finding the best ways to CPD. The School encourages teaching staff to use their rights for self-paced learning by asking for educational material and access to other resources within allocated budget.

6.3. Induction Program for Newly Qualified Teaching Staff (NQTS)

All newly qualified staff will be given appropriate induction advice and training. This may include:

- Regular discussions with experienced teachers
- Regular workshops
- Observation of experienced teacher by NQTS
- Co-teaching/team-teaching
- Co-planning
- Observation of NQTS by an experienced teacher
- Giving feedback/reflective practice following observation
- Opportunities to visit schools to observe good practice

6.4. Attestation

All teaching staff are required to be attested once in 5 years by the attestation commission formed by the school as set out in the school's Collective Contract.

Attestation is designed to improve the quality of pedagogy, stimulate professional growth, productivity, and creativity of teaching staff. Attestation provides professional accountability assurance to the school and the wider education community that staff are competent to practise and that teaching standards are being rigorously applied. In addition, an annual attestation enables the school to award salary increases when they are due.

7. Further Development Opportunities

Further development activities contributing to the school direction and vision:

- Leading Research Projects
- MA study
- Visiting other schools
- Membership of professional organizations
- Formal and informal lesson observations
- Partnership work with other schools (Satellite Schools)
- Mentoring of new teaching staff /trainee teachers

8. Procedure

This procedure should be followed when members of teaching staff want to attend external training sessions or conferences:

Teaching staff (or their subject group leaders) identify the need for training.

Teaching staff and subject group leaders discuss potential training programs or methods and come up with suggestions.

Teaching staff or subject group leaders contact Administration and briefly present their proposal. They might also have to complete a form.

Administration researches the proposal, with attention to budget and training content.

Administration approves or rejects the proposal.

If Administration approves, teaching staff will decide for dates, accommodation, reserving places etc.

In cases where the School doesn't pay for the training directly, teaching staff will have to pay and send invoices or receipts to Administration. Administration will approve reimbursement according to this information.

If a teacher decides to drop or cancel a training, they'll have to inform Administration immediately. They'll also have to shoulder any cancellation or other fees.

In cases where training ends with examination, teaching staff are obliged to submit the results. If they don't pass the exam, they can retake it on their own expense.

Generally, the School will cover any training fees including registration and examination (one time). They may also cover transportation, accommodation and personal expenses. This is left to Administration's discretion.

Teachers should decide themselves (e.g. tickets, hotel reservations) and inform the Administration of the cost and any other details in writing. Any relevant receipts or/and invoices should also be sent to the Administration.

9. Evaluation

This policy will be reviewed as part of the school's strategic plan.
