



MEF NATIONAL AND INTERNATIONAL SCHOOL PROFESSIONAL DEVELOPMENT PROCEDURE

STATEMENT OF AIM

At MEF International School, we recognize the critical role of educators in shaping the future of our students. Thus, our primary aim for professional development is to empower our teachers with the necessary skills, knowledge, and resources to provide an educational program of the highest quality. We strive to cultivate a community of lifelong learners among our staff, just as we do with our students.

RATIONALE

Professional development at MEF IS is in place to ensure an in-depth understanding of the programmes. It ensures teachers deliver programmes with a high standard of competence and confidence in alignment with whole school initiatives or personal professional goals. Professional development should inform teachers with some of the latest research and support them in putting this research into practice in an informed way.

PROCEDURES

- 1. Budget and Planning:** In alignment with our commitment to continuous growth, a forecasted professional development fund is an integral part of our annual budget. This fund is earmarked for enhancing our educational environment and culture, ensuring that our teachers have access to the latest training and development opportunities.
- 2. Development Plan Submission:** Each year, the Principal crafts a comprehensive professional development plan. This document, which is shared with the Head of School for approval, outlines the specific conferences, workshops, and professional events that our educators will participate in, along with a detailed breakdown of anticipated costs.

Internally Provided Professional Development

- **Orientation Training:** To ensure the smooth integration of new faculty into our school culture and systems, we provide thorough orientation training at the beginning of each academic year.
- **Leadership-Led Workshops:** Our School Leadership Team takes an active role in teacher development by conducting workshops aimed at enhancing pedagogical skills and leadership capabilities within our teaching staff.

- **Teacher-Led Workshops:** We encourage a collaborative learning environment where teachers can lead professional development workshops, sharing their expertise and innovative practices with their peers.
- **Whole School Workshops:** Regularly scheduled workshops are held for all teaching staff to address and reinforce our collective educational goals and strategies.

Externally Provided Professional Development

- **Core Training:** Teachers receive specialized training in the delivery of the Primary Years Programme (PYP), Diploma Programme (DP), and Cambridge curricula to ensure the highest levels of academic instruction.
- **Individual Professional Development:** We support our teachers in pursuing individual professional development opportunities that align with their teaching disciplines and personal growth objectives.
- **Mandatory Training:** Training sessions on Child Protection, Work and Safety, and other mandatory areas are regularly scheduled to ensure compliance with our safeguarding policies and legal responsibilities.

PROFESSIONAL DEVELOPMENT TIERS

Tier 1 - Whole School Workshops

Whole school or school division workshops are coordinated by the Head of School and Principals to enhance whole school initiatives and meet specific needs. Plans should be included with the budget request and professional development plan as described above. Estimates of the cost of the workshop including the transport and accommodation costs for workshop leaders should be submitted. The principal and programme coordinator will take responsibility for in school arrangements and workshop leader arrangements, helped by the administrative assistants.

Tier 2 - Small Group

New staff are trained during the new staff induction week relating to the programme(s) they will be teaching. All new staff with no prior experience of the programme they teach will have the appropriate training within the first year provided by the IB or Cambridge. Staff will be trained on new curricula developments as required by the programmes.

Tier 3 - Individualized

Individual teachers may be requested to participate in professional development by their principal or programme coordinator.

PRIORITIZATION CRITERIA

1. **Staff Commitment:** Priority is given to staff who have confirmed their return to MEF IS for the next academic year.
2. **Strategic Alignment:** Professional development that supports our school-wide strategic goals, and aligns with the MEF IS mission and vision, is prioritized.
3. **Appraisal-Driven Development:** Individual professional development needs and goals, as identified through our appraisal process, are considered.

4. Cost-Effectiveness: We seek to maximize the impact of our professional development expenditure by considering the cost-effectiveness of proposed programs and training.

Professional Development Funding Application Procedure

1. Initial Discussion: Faculty members are encouraged to discuss their professional development interests with the principal or curriculum coordinator.
2. Form Submission: Interested teachers should complete and submit the application form to the principal and/or curriculum coordinator.
3. Timeliness: To facilitate planning and budget allocation, applications should be submitted well in advance of the course deadline—preferably a month before.
4. Decision Process: The leadership team evaluates the application, and decisions are made in collaboration with the Assistant General Manager. A response is provided within a week of submission.
5. Record Keeping: All professional development activities are documented in both the staff member's personnel file and a shared Google document to maintain an accurate record of ongoing professional growth.

CONTRACTUAL AGREEMENT

Teachers who undertake specialized training, such as IB or Cambridge, are expected to fulfill a contract term with the school. If the contract is not completed, the cost of the professional development may be recovered from the final salary.

Document History		
Date	Details	Responsible
November 2015	Policy created	Figen Sonmez
September 2018	Policy updated	Figen Sonmez
May 2022	Policy modified	Beliz Kearin
April 2023	Policy updated	Beliz Kearin, Radwan Chehab, Alycia Stupan, Nursemin Sonmez

Appendix 1 - PD APPLICATION FORM



Name: _____

Date: _____

Learning Activity *Briefly describe the professional learning activity. Attach a web-link or a copy of a programme description, providing specific details of the activity.*

Details Regarding Professional Development

Title of Conference/Workshop:

Date/s:

Location:

Description:

School-wide Goals

State how this relates to the MEF IS school-wide goals, mission and vision.

Professional Goals

State how this relates to your professional goals.

Learning and Development

State how this will impact student learning and development.

Collaboration

Once the professional development is complete, write a one page synopsis and submit it to your Principal, Coordinator and Department Head. Post any hand-outs, links or useful documents in the relevant folder on the shared drive. You may be asked to share this during a department or staff meeting.

Activity Details

Please specify or estimate funding details for this professional development

Number of substitute/cover days:

Registration Fees:

Flight Cost and Itinerary (attach if necessary):

Accommodation Cost and Details:

Total Estimate:

Programme

Principal Signature:

Coordinator Signature:

I understand:

- I may be asked to contribute to some of the cost.
- I will need to complete the PD summary and present my summary and resources within a month of completing the activity.

Applicant Signature:

Date:

Appendix 2 - PD Approval and Booking Process

The PD Budget for the following year is submitted to the AGM in the Spring (March) with other orders.

The budget is based on

- IB and Cambridge training for new staff, attendance at IB World conference, attendance at Cambridge School conference
- Funds for school wide initiatives (input gathered from teachers' end of year summative evaluation CPD discussions)
- Funding for individual PD requests (also gathered from CPD discussions)



Once the budget has been approved the curriculum coordinators recommend any IB or Cambridge courses needed for new staff eg. MTPYPH, face to face IB/Cambridge workshops and/or attendance at IB World Conference. Once approval for these have been given by the leadership then the coordinators book the courses.

Any individual PD needs to be applied for using the [PD application form](#). PD is usually approved once every two years per teacher.



PD applications / requests for any recommended courses or individual PD are sent to the Principal (and Curriculum Coordinator if relevant) for consideration. These are discussed with the leadership team including the HOS.

Depending on budget full payment including flights and hotels and per diem can be approved, or partial payment of registration only may be offered.



Once agreement has been reached between the teacher involved and the leadership then bookings can be made. All payments must be made through the school business office/finance office using the official school title.

1. Curriculum coordinators book registration of courses or in coordination with teacher involved. Sometimes this requires the coordinator to sit with Damla in the business office to use the school credit card during the registration process.
2. Payment for registration must come through the school and cannot be on a reimbursement basis.
3. Any flights or hotels required can be investigated by the teacher involved, but booking of such comes via the Oracle booking system which is managed by the principal's assistant in collaboration with the business/finance office.



Proof of registration is sent to the teacher going on the course. This is the responsibility of the curriculum coordinator.

Proof of flight tickets and hotel bookings are sent to the teacher going on the course. This is the responsibility of the principal's assistant. Organisation of per diem is the responsibility of the principal's assistant. Per diem and travel allowance gets placed into the staff bank account. Proof of travel(bus, taxi, train etc) in the form of receipts must be brought back to school by the teacher and provided to the finance office. Otherwise the travel allowance needs to be returned to school.

Appendix Two

Criteria for Selection for Professional Development Funding

Criteria	3	2	1
Alignment with the School's Vision, Mission and/or Strategic Plan	The learning opportunity is directly aligned with the School's vision, mission and /or strategic plan and supports student learning.	The learning opportunity is loosely connected with the School's vision, mission and /or strategic plan and supports student learning.	Though it may be an interesting learning opportunity, it currently has little direct connection to the School's vision, mission and /or strategic plan.
Relates to Institutional Priorities, Program Needs, School-wide, Divisional and/or Departmental Initiatives	The learning opportunity connects specifically to established institutional priorities, program needs, school-wide and/or divisional initiatives. The details regarding this connection and how it relates to the teacher's position is clearly stated in the application.	The learning opportunity connects to institutional or program needs, school-wide and/or divisional initiatives, but these are not clearly stated in the application or not a high priority at this time.	The learning opportunity reflects the applicant's professional/personal interests but is loosely connected to institutional priorities, program needs, school-wide priorities and/or divisional initiatives.
School Representation	The teacher will be representing the school and making the school more visible; e.g., presenting or committee participation.	The teacher is representing the school through attendance and active participation.	The learning opportunity provides a limited occasion for the teacher to represent the school.
Communication of Learning	The teacher has an active willingness to share learning with colleagues school-wide or within the division, and where possible has a proven history of such sharing. Ideas for sharing are included on the application.	The teacher is willing to share new learning with teammates or department members.	The teacher is not comfortable with sharing with colleagues.
PD History	The teacher has never received PD funding before.	The teacher has received PD funding, but either <ul style="list-style-type: none"> • Has not received it in the last 3 years <u>or</u> <ul style="list-style-type: none"> • Is applying for a funding for a different kind of PD opportunity 	The teacher has received funding for more than one PD opportunity in the past 3 years.
Cost Effectiveness	This opportunity is the most cost-effective option to acquire the new learning; e.g., location, cost of flights, substitute considerations	There are other options for learning that are more cost effective, but the teacher has given the reason why this option is preferred.	This is not the most cost-effective option to acquire the new learning.