



PROFESSIONAL DEVELOPMENT AND FACULTY INDUCION AND RETENTION POLICY

The Governance Body of SVKM believes that high quality professional development is one of the cornerstones of an effective education system. It enables staff to develop the high-level teaching skills and knowledge they need to improve their practice which is central to improving student learning. Like the members of other professions, teachers and education support staff need to be continuous learners who see their own learning as being fundamental to their membership of the profession. Focused and needs-driven professional development programs provide optimum opportunities for professional growth and the building of leadership capacity among staff. In order to engage and encourage teachers to imbibe teaching practices that align with the Cambridge curriculum requirements, PD opportunities are provided from time to time to further their professional knowledge and skills in best teaching and learning practices, leadership, student engagement and wellbeing, and student transition.

The HOS and Academic Coordinator of SVKM are assigned the responsibility of providing professional development to the School's teachers, librarian, Special Education Needs Counselor and University Liaison Officer. They are also responsible in undergoing professional development themselves to imbibe latest teaching-learning and administrative strategies as suggested by IB from time to time. Their role is to inform staff of professional development opportunities which in turn reflects individual staff needs as identified in performance review plans. The HOS and Academic Coordinator also play a key role in sharing information gathered during their own training with the team and apprise them of the expectations to enhance teaching-learning practices within the student cohort and the overall working of the School.

PD opportunities are also offered under the Faculty Retention Policy as has been proposed by the School's HOS in consultation with the Academic Coordinator and accepted by the Governance Body. At SVKM, increments are given at two stages – annual increment which is a standard increment given for additional year of service at SVKM and performance-based increment, based on teacher performance and performance evaluation carried out by the HOS and Academic Coordinator.



Teacher Induction Process:

Teacher Induction at SVKM reflects the school within the context of the broader network or community is tailored to the needs of the new teacher and includes:

- opportunities to learn about the school and its community
- orientation to the profession including an introduction to codes of conduct and ethics, teaching standards, registration, the approach to performance and development, and information about professional development institutes
- any mandatory training, such as online Occupational Health and Safety modules and mandatory reporting obligation to protect children and meet child safe standards
- integration into Professional Learning Communities and the commencement of the Performance and Development cycle
- for beginning teachers, opportunities to develop their professional practice, and requires having an ongoing relationship with a mentor to develop their proficiency and obtain full registration.

Mentoring newly inducted teachers:

At SVKM International School newly inducted teachers are made:

- to feel that they are supported and included within a professional learning community
- to be matched with a mentor who can support the development of their practice and provide constructive feedback to encourage professional reflective dialogue
- to identify a common time to formally meet and work with a mentor
- to share teaching practice through peer observation and professional conversations
- to aid regular and effective communication with, and support from, the principal or an educational leader.



Performance evaluation:

An Overall comprehensive report is prepared by the HOS based on the following criteria:

- Class observation report by the HOS
- Class observation report from the Academic Coordinator
- Initial interview form/Sample unit plan
- Comprehensive performance standard observation form compiled by the Academic Coordinator over the academic year.
- Contribution towards various aspects for the development of the school that is observed by the HOS and Academic Coordinator from time to time.
- Contributions towards events like extra-curricular Language day, School fest sports day, annual day and other School events.
- Any additional responsibilities given
- Self-appraisal Planning and Review form
- Accomplishment of goals, results achieved in principal duties and/or special projects

Based on the results achieved during performance evaluation, performance increment is determined by the teachers' achievement level and this is provided in addition to annual increment which is described by indicators for performance-based increment.

Retention policy

Our Intention is to retain the teachers who achieved a minimum level of "Good" or above in the current year. As per this policy:

- Outstanding performance will achieve 16%
- Very good performance will achieve 14%
- Good performance will achieve 12%
- satisfactory performance will achieve 10%
- No Increment for unsatisfactory performance



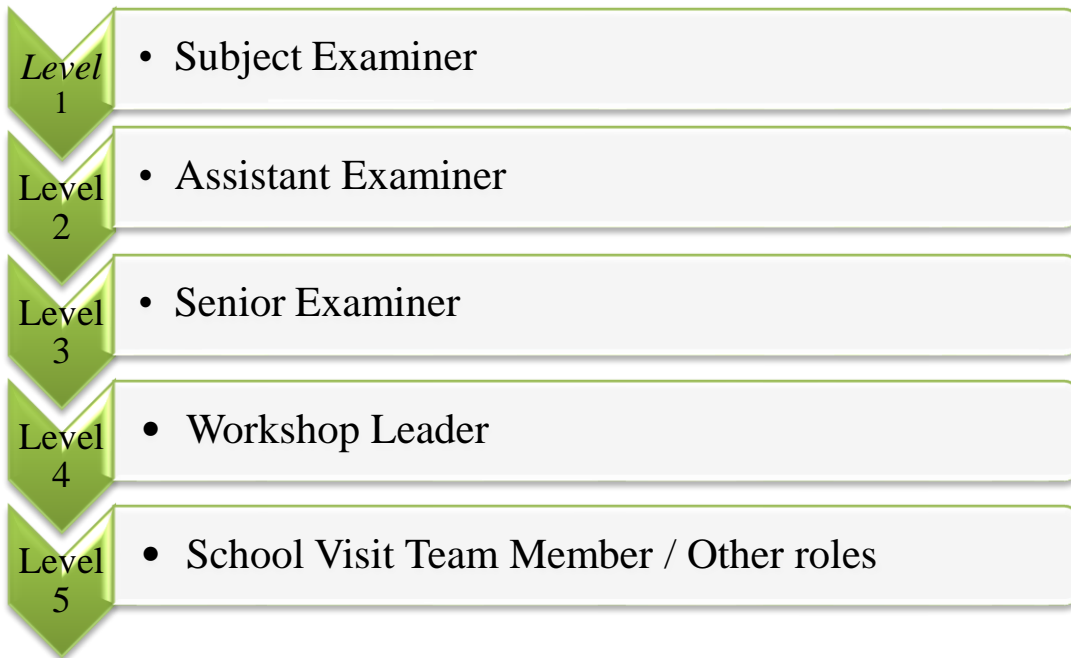
In addition, the School also provides with the following benefits for teachers with long-standing association with the School:

- *Release time* for teachers attending workshops other than PD workshops.
- *Loyalty Bonus* for teachers for teachers completing 5 years of teaching and other responsibilities at SVKM. Loyalty Bonus is a feature that is given to teachers in every 5-year period.
- *Upgrade benefits* are extended to teachers where they are encouraged to assume higher academic responsibilities. Teachers are not only encouraged to enroll as subject examiners with CAIE but also apply for senior-level responsibilities as senior examiners and workshop leaders.
- *Performance – based incentives* are offered to all teachers reflecting best teaching practices that enhance learning experiences for students and develop learning strategies that create opportunities for students to become life – long learners.



Performance-based incentive and retention chart

The following chart represents opportunities offered to teachers at SVKM to enhance teacher performance and as teacher-retention strategy.



Created: 2008
Reviewed: 2009
Revised: 2010
Reviewed: 2011
Revised: 2012
Revised: 2013
Reviewed: 2014
Reviewed: 2015
Revised: 2016
Reviewed: 2017
Reviewed: 2018
Reviewed: 2019