



Satyam Shivam Sundaram

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## MODERN HIGH SCHOOL FOR GIRLS, KOLKATA

### Professional Development Policy

#### **Philosophy:**

Modern High School for Girls, Kolkata was founded in 1952 by Rukmani Devi Birla is an all-girls' institution. MHS is free of any bias and embraces all students on equal terms irrespective of religion, community or socioeconomic background. It offers a liberal education which is intended to motivate students to discover and build on their own individual strengths and contribute to society in turn.

The school has an established reputation for academic excellence and for providing its students a wide array of co-curricular activities. Its curriculum is dynamic with sports and games, communicative skills, health and value education, environmental studies, community service, art, aesthetics and life skills woven seamlessly into the school programme.

MHS with its firm belief in providing quality education for its students, encourages its staff to seek new challenges, avail of professional development opportunities and will provide the necessary support to its teachers. The school is committed to supporting the professional development of its teachers, involved in the delivery of the curricula- both national and international.

This policy is shared with all teachers at the school.

#### **Rationale for a school wide Professional Development Policy:**

MHS values its teachers and will provide timely and varied opportunities for professional development, whenever it is feasible to do so. The teachers at the school are encouraged to avail of professional development opportunities within and outside Kolkata.

The Professional Development (PD) policy for MHS teachers reaffirms the school's commitment to pedagogy. The policy aims to clarify the nature and availability of professional opportunities for teachers to learn, improve or enhance their skills and abilities to deliver the curriculum and provide a well-rounded education for the students at the school. Further, the policy outlines the expectations of teachers, who avail of the many professional development opportunities that the school provides.

PD opportunities in MHS are broadly divided into:

1. Internal
2. External

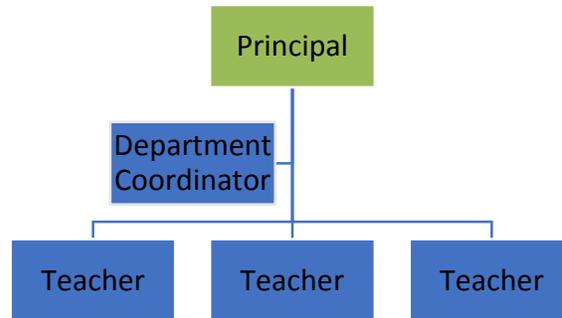
### **1. Internal PD sessions**

- a. **Subject Meetings:** These are weekly meetings timetabled so as to enable all practitioners to hold vertical and horizontal discussions focusing on curriculum development, unit planning, conceptual hurdles, PBL opportunities, syllabus planning and progression, formative and summative assessments, peer help, student performance, research links , brain- storming about field trips, planning and executing external expert invites, best practice sharing. Informal MoMs are maintained.
- b. **Departmental meetings:** These are regular meetings chaired by department coordinators and vary between one on one meetings, class level meetings, subject group meetings. Matters related to progression of syllabus, student assessment, assessment schedules, new initiatives, field trips and sharing of best practices are points of discussions. School policies are also collaboratively developed and reviewed . These meetings are also opportunities for new teachers to understand the process and procedures of the school.
- c. **Extended Friday meetings:** Sharing of best practices or specific module based sessions once /twice a month depending on internal activities eg School Concert, examinations.. These are planned for the entire academic session when school calendar is framed and the schedule is shared at the beginning of session.
- d. **Special PD sessions by Director and Principal:** Focii are school ethos, vision, global trends in education, recent research developments.
- e. **Weekly collaborative sessions specific to IBDP**

### **2. External PD sessions**

Teachers may be nominated by the Principal and/or Department Head. Alternatively, a teacher may initiate a professional development initiative after an initial discussion with the relevant Department coordinator. A proposal is then made to the Principal, who after due consideration may grant it or reject the proposal as the case may be. The proposal is to be in writing and provide details of

- a rationale for the course.
- the name of the course
- location
- costs of the course



### **Role and responsibilities of the School:**

The school will

- encourage its teachers to avail of the available PD opportunities
- scrutinize the application of the teacher and give approval for the course
- register the applicant through the designated web portal
- pay the fees associated with the professional development that is required.
- will make the air/train bookings for the applicant and bear all the related costs for a face -to-face PD opportunity
- reimburse the applicant for reasonable expenses related to meals, transport to and from the venue and accommodation.

### **Role and responsibilities of the teacher:**

If the school nominates a teacher, she is expected to follow through on the opportunity.

If a teacher wishes to avail of an opportunity then a formal application, signaling her intent to avail of the PD opportunity is a requirement.

For the IBDP and IGCSE, since the school funds the professional development, the teacher is obligated to :

- agree to stay on at the school for a period of three years
- complete all the modules/ tasks related to the course. Failure to do so will result in the teacher having to pay for the course.
- On the completion of the course, provide the school with a copy of the *Certificate of Attendance*.
- Create appropriate documentation that is linked to the course of study e.g. course outlines, subject handbooks and so on.
- provide the school with copies of resources and materials received, which will be placed in the school library for the use of all the teachers
- Conduct a mini workshop for the teachers to share good practice.

### **Procedure for applying for training opportunities**

Teachers who have been identified as potential IGCSE and IBDP teachers, or National curriculum teachers who wish to upgrade their professional development are expected to write a formal application to the Principal of the School. The application should contain the following

- ICSE/ISC/ IGCSE/ IB DP subject/s that they are to be trained for/require an update for (see proforma)
- Name and details (name of the facilitator, duration, location and fees) of the professional development opportunity that they are interested in
- An agreement that they will complete/participate in all the activities and modules of the course
- A commitment from the teacher she will serve the school for a period of indicated time following the completion of the professional development opportunity facilitated by the school.

On receipt of the application, the Principal will discuss the matter with the relevant Section Coordinator and the Director. Following the discussion, the Principal will communicate the decision to the teacher in writing.

Once the PD opportunity has been sanctioned, the Section Coordinator will inform the Facilities Administrator and the Head of Accounts about the details, and arrange for payment of the course and liaise with the Department Coordinator (most of the teachers at the school, work in more than one section of the school) as required.

On completion of the PD opportunity, the teacher will contact the Section Coordinator, to pass on the *Certificate of Attendance*, materials and resources received for the course and work on a possible date to convey the information about the course to the members of staff.

### **Professional Development for the National Curriculum for all classes upto Class 12**

A wide selection of professional development opportunities is available to the teachers. These include, but are not limited to

- **CISCE**: MHS is affiliated with the Council for Indian School Certificate Examinations (CISCE) and certified to offer the Class 10 Indian School Certificate Examinations (ICSE) and the Class 12 examinations (ISC). The CISCE makes available to all teachers involved in these programmes, a wide range of Professional Development workshops ( available to all segments- Lower primary to class 12 ). Teachers at MHS are encouraged to get avail of and to get involved in such workshops. These workshops serve to update teacher about the latest teaching strategies and assessment modules. The Principal also nominates MHS faculty to be Master trainers and they are selected by CISCE to be nodal trainers. They are first trained at the central training centre in New Delhi and then sent as subject workshop leaders to train groups of teachers across the country.

- **Teacher Centre:** MHS is closely associated with the Teachers Centre, Kolkata- a body of representatives from different schools in Kolkata. There are numerous teacher-exchange programme and pedagogy sessions which are very useful.
- **Seagull Peace works History for Peace:** MHS is closely linked to Seagull Peace works' History for Peace Initiative. The Social Studies teachers at the school attend the annual three-day workshop and participate in or contribute to the many initiatives that the organization encourages and facilitates.
- **PASCH:** This is an initiative sponsored by the German foreign office in cooperation with the cultural wing of FDR- the Goethe Institute to support German subject teachers to explore new and creative methods of class room practice. Modern High School is affiliated with PASCH and the German teachers at the school are encouraged to avail of the many available opportunities and teacher/student exchange programmes. MHS teachers also serve as Pasch trainers.
- **Independent providers:** There are many professional development opportunities offered by experts in the field, free-lance experts and so on. Where the school sees a benefit for its teachers, the school will sponsor its teacher/s to avail of the opportunity.

## **Professional Development for the International Curriculum**

### **Cambridge Assessment International Education(CAIE)**

The school has applied for, and awaiting authorization to introduce the CAIE's IGCSE programme for classes 9 and 10. The CAIE provides numerous opportunities both face to face and online for the benefit of the teachers. The focus of such professional development is to:

- meet the needs and priorities of the individual and the school
- support school based professional development
- enhance professional thinking and practice to improve the quality of learning
- provide international benchmarks for professional learning leading to valuable certification and progression
- energize professional learning communities.<sup>1</sup>

Teachers who will be involved in delivering the CAIE's IGCSE programme, are expected to seek opportunities to avail of the numerous opportunities that are available on the CAIE website (<https://www.cambridgeinternational.org/support-and-training-for-schools/support-for->

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<sup>1</sup> <https://www.cambridgeinternational.org/about-us/> date accessed 01/02/2020

[teachers/](#)). Where it is possible, the school will encourage its teachers to attend the Cambridge conferences.

Online and face to face training opportunities, where needed will be provided to the teachers.

For online and /or face -to-face workshops, the school will facilitate the opportunity. Course costs, travel to the venue if required and a per diem to cover meals and transport will be provided. However, in return the school expects that the teacher will serve the school for three years since the date of completion of the professional development opportunity. **A copy of the certificate will be held by the school as evidence that it has fulfilled its professional development obligations.**

### **Professional Development for the IB Diploma Programme**

The International Baccalaureate Diploma Programme (IBDP) has its own unique professional development requirements. All teachers responsible for the delivery of the IBDP, are required to be trained in the subject/s or components that they are involved with. Their training is to be updated as the teacher acquires mastery of the demands of the subject and/or if the curriculum is revised. The International Baccalaureate Organization (IBO) carries out a curriculum review of every subject once every seven years. To familiarize teachers with the changes, special PD sessions called Subject Specific Seminars are made available to teachers. In addition, the level of implementation of the IBDP at the school is evaluated once every five years, when the levels of training of the teachers come under scrutiny. It is expected that teachers will be trained in the most recent curriculum that they are to deliver. Failing which, the school is requested to ensure that training of its staff be updated and upgraded.

Professional development for IB teachers serves a useful purpose. The IB upholds the idea that it is a community of learners. It expects and encourages its IBDP teachers to engage in a myriad of activities- examine papers, moderate internal assessments, and become IB Educators (IBEN). The IBEN educators are IB teachers, who carry out a variety of roles such as workshop leaders, curriculum reviewers, online forum facilitators, school visit team members and leaders and a host of other roles. For carrying out such roles, it is important that teachers, who apply for such roles have the requisite PD.

Professional development opportunities are of three types

1. **Online:**

Suitable for :

- First time practitioners of the IBDP programme who will complete a Category 1 training.
- Refresher courses for teachers who have completed several years of teaching but wish to familiarize themselves with the latest developments. Such practitioners can complete a Category 2 online training.

These online courses are about 4-6 weeks in duration. The teacher works online with a qualified facilitator, who delivers the training. Each module has some required reading, online discussion of ideas and questions and each module task that has to be completed. The participants of such a course can work at their own pace, feel comfortable about asking

questions and gets the opportunity to share ideas with other IB practitioners. These courses are especially useful for first time teachers of the IBDP curriculum. The successful completion of the course, earns the teacher, a *Certificate of Attendance*. **A copy of the certificate will be held by the school as evidence that it has fulfilled its professional development obligations.**

2. **Face-to-Face:**

Suitable for:

- Experienced practitioners or Coordinators for certain areas such as Creativity Activity and Service Coordinators, School Administrators, Heads of School and Programme Coordinators

Face to face workshops are professional development opportunities available at venues in and outside India. The location is decided by the IB. The courses can be Category 1, 2 or 3 courses. These can range from one to three days depending on the subject matter. These professional development opportunities are led by experienced IB educators from schools in the region. The educators conduct four x 90 minute sessions per day to deliver the content. Usually a booklet either online or paper copy, is made available to attendees. Such opportunities involve travel to and from the venue, accommodation for the duration of the workshop. The successful completion of the course, earns the teacher, a *Certificate of Attendance*. **A copy of the certificate will be held by the school as evidence that it has fulfilled its professional development obligations.**

3. **Subject-specific seminars:**

Suitable for:

- experienced practitioners who need to familiarize themselves with the changes in the curriculum and its impact on the IBDP at the school
- Experienced specialist staff- such as Librarians, School administrators and Heads of Departments and Subject Coordinators

These are also face to face professional development opportunities but these are specialised subject areas, where the expectation is that the attendee is very familiar with all aspects of the subject matter. These seminars are for introducing changes to the curriculum, provide training for specialized areas such as Library development, Academic honesty in practice, University Recognition, Leadership and governance and so on. These workshops are led by the most experienced workshop leaders. Usually a booklet either online or paper copy is made available to attendees. Such opportunities involve travel to and from the venue, accommodation for the duration of the workshop. Participants of such courses also receive a *Certificate of Attendance*. **A copy of the certificate will be held by the school as evidence that it has fulfilled its professional development obligations.**

MHS is committed to providing its staff with the required training for the effective delivery of the IB Diploma Programme. Professional development will be provided at three levels

**Level 1:**

Staff identified to teach the IB Diploma subjects, will be provided with Category 1 online training. The only exception will be the Creativity Activity and Service Coordinator(CAS), who will receive a face to face training as the nature of the work demands a more immediate discussion with colleagues and the workshop facilitator.

**Level 2:**

Staff identified as level 2, are experienced practitioners of the subject. This includes staff at the school who have completed three years of teaching the IBDP subject or are experienced IB Diploma teachers, who require an urgent upgrade of their existing qualifications, even if they have taught the subject for less than three years. A curriculum review in a subject, will mean that a teacher will require an upgrade in the qualifications. For level 2 teachers, the school will provide either face to face or online PD, whichever is more suitable. Decisions about the level and type of course will be made by the Director, the Principal and the DPC.

**Level 3:**

Staff who have prior advanced levels training in the subjects that they teach, but require more specialist professional development opportunities which will benefit the overall implementation of the programme. E.g. Governance Seminar, Administrators Workshops, Leadership seminars or Continuum programmes.

**Policy created by :**

- The Director, Mrs Devi Kar
- The Principal, Mrs Damayanti Mukherjee
- The Diploma Programme Coordinator and ICCSE Coordinator designate, Mrs Sheta Saha

**Letter to request Professional development**

*Fill in the details and strike out what is not relevant to the application*

To

The Principal

Modern High School for Girls

78 Syed Amir Ali Avenue

Kolkata 700019

Date:

**Re: Request for National Curriculum IGCSE/IB Diploma Professional Development**

Dear Mrs Mukherjee,

I, \_\_\_(name of teacher) \_\_\_\_\_ have been a teacher at the school for \_\_\_(years).

As an experienced teacher, I wish to be trained /further trained for teaching in the National Curriculum/IGCSE/ IB Diploma programme. Therefore, I would like to request (name of course, Subject) an online/face to face course. For IGCSE and IBDP teachers- This is a Category 1/Category 2/Category 3 ( relevant to to IBDP and IGCSE- to strike out if not needed)

I understand, that school will fund this professional development opportunity, subject to approval of the Principal and Director. In return, I undertake to complete the course and complete to the best of my ability, all the related assignments. Upon the successful completion of the course, I will provide the school a copy of the *Certificate of Attendance*, that I will receive. Further, any course materials and resources received, will shared with the relevant section Coordinator for the use and training of other members of staff.

Further, in acknowledgement of the school's support for my professional growth and development, I agree to stay on at the school and serve as a teacher, for a period of three years following the completion of the course. Should I leave the school before the three years is complete, I accept that I

have to re-imburse the school, the fees for the course, which will be deducted from my salary on a pro -rated basis.

Thank you.

Yours sincerely,

( Name of teacher , Date)