



GOOD SHEPHERD INTERNATIONAL SCHOOL

**PROFESSIONAL DEVELOPMENT
POLICY**





IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

VISION STATEMENT

Good Shepherd International School in its pursuit of a holistic education, envisages inspiring and fostering a community of caring, progressive, lifelong learners to embrace and celebrate all Creation.

MISSION STATEMENT

Good Shepherd International School endeavours to prepare each student for academic, social and personal success by creating a community of empowered and diverse learners striving to be globally-minded citizens in an atmosphere of mutual respect, understanding and trust.

OBJECTIVES

1. **VALUE EDUCATION** : To create a climate that encourages freedom of thought while inculcating the savor of self-discipline, punctuality, fair play and industry.
2. **HOME AWAY FROM HOME** : To actualize a 'home away from home' atmosphere where a right proportion of care and control is administered catering to the emotional and intellectual needs of a child.
3. **ACADEMIC EXCELLENCE** : To nurture heuristic, lifelong learners and who excel in conventional academic demands; explore and discover the interconnectivity of disciplines and grow into active generators of knowledge.
4. **CO-CURRICULAR ACTIVITIES** : To ensure that all students gain experience, and appreciate all the creative and performing arts thereby promoting the acquisition of team spirit and development of individual skills needed for a holistic growth.
5. **TEACHING STRATEGY** : To practise tailored teaching strategies incorporating latest technology to facilitate the diverse learning styles and intelligence quotients of the student.
6. **COMMUNITY SERVICE** : To disseminate awareness of environmental concerns and humanitarian issues and kindle a sense of responsibility towards the amelioration of the needy by working with charitable organizations.
7. **TECHNOLOGY** : To allow opportunities for a guided, constructive and age-appropriate use of technology and other resources within and throughout the academic programme.
8. **INDIVIDUAL ATTENTION** : To discover the latent potential in each child through individual attention and providing them with opportunities to hone their full potential.
9. **COUNSELLING** : To monitor a complementary growth of social, cognitive and spiritual facets of a child and aid in making fulfilling life and career choices.
10. **MULTICULTURAL** : To foster respect for and tolerance of other cultures and creed by creating a multicultural and secular ambience.
11. **TO GROW FROM STRENGTH TO STRENGTH** : To conduct periodic review of all programmes and procedures to ensure consistency and continuous improvement in line with the ideals espoused in the Mission Statement and the Motto of the school.

INTERNATIONALISM

GSIS fosters an ethically and culturally diverse learning environment wherein students transcend barriers through communication and mutual understanding which inspires them not only to become courageous leaders but also responsible citizens in the service of local and global communities.

DEFINITION OF GLOBAL CITIZENSHIP

High and Higher Secondary (Grades IX, X, XI & XII)

Global citizenship is an attitude which promotes respect responsibility in a varied and rapidly-changing world, nurturing respect for diversity with an aim to integrate multidisciplinary expertise towards co-existence and sustainable development for a safe and positively interconnected global community.

Middle School (Grades VII & VIII)

Global citizenship is a responsibility of every person to promote diverse natures and to encompass different cultures and traditions imbibing good values and knowledge for harmonious and peaceful living on this planet.

Upper Primary (Grades IV, V & VI)

Global citizenship is about accepting people of different cultures and traditions, and learning from them. It is also protecting the environment for every creation to have a happy living, now and in future.

Lower Primary (Grades II & III)

Global citizenship is about knowing people from different countries and being a good friend to all. We teach and learn from each other. We enjoy and protect the place we live in, with trees and animals. Together we live happily.

Learning Definition

LEARNING at GSIS initiates a life-long journey of positive transformation through engagement in a wide variety of experiences. These experiences include opportunities for:

- * A range of academic, co-curricular and service-learning programmes.
- * Dormitory-style of living in a multi-cultural environment.
- * Building meaningful relationships.
- * Broadening the learners' comfort zone.
- * Self-awareness and self-management.
- * Nurturing and developing leadership skills.
- * Optimizing learning in a state-of-the-art infrastructure located in a pristine environment.

**GOOD SHEPHERD INTERNATIONAL SCHOOL
OOTACAMUND –INDIA**

PROFESSIONAL DEVELOPMENT POLICY

RATIONALE

Life long learning is central to the vision of Good Shepherd International School being a “learning community”. This vision requires staff to adopt and practise an attitude of continual self-improvement through professional and personal learning, and to embed this learning into their teaching practice. The ongoing enhancement of student outcomes is underpinned by this emphasis on staff development.

PURPOSE

- To ensure all school staff have access to high quality professional learning experiences which are reflective of their own and the schools priorities.
- To outline an annual process which ensures all staff have ownership of their learning plan, and can receive feedback on their development and performance
- To ensure that the approach to pedagogy practices across the school are consistent and sequentially appropriate.
- To ensure professional practices are informed by current research, consistent with “best practice”, and proven to be effective in building student skills and outcomes.

Responsibilities

Subject Teachers

- Identify development needs through induction or appraisal processes
- Use designated Continued Professional Development time(Every Monday 3:00pm -4:00pm) effectively to improve teaching and learning
- Evaluate the impact of training on their teaching and learning
- Support coaching and mentoring of New teachers and teachers who require support

Curriculum Leaders (SMT/Leadership Team/ACM)

In addition to those responsibilities outlined for Subject Teachers, Curriculum Leaders will:

- Discuss/share with the school's Coordinator – Curriculum & Professional Development annually to identify individual teaching staff and Curriculum Area CPD priorities.
- Carry out lesson observations and appraisal meetings to identify training and development needs within the Curriculum Area
- Ensure designated CPD time is used to best effect throughout the year
- Provide opportunities during Curriculum/PD meetings to move forward the quality of teaching and learning within the Curriculum.

Governing Body/Senior Management Team

- Identify the whole school priorities and publish these annually through the School future action and developmental plans.
- Identify all staff CPD needs, delegating this responsibility, where appropriate, to the Leadership team.
- Review annually the main CPD priorities and budgetary implications with the Head of the School and Governing Body.

Annually, the Coordinator- CPD along with the SMT/ACM will assess the benefits of CPD undertaken in relation to its impact on:

- student and school attainment
- improving teaching and learning
- increasing student understanding and enthusiasm
- improving staff confidence
- increasing evidence of reflective practice
- recruitment, retention and career progression of staff
- Provide regular feedback to the Head of the School and the Leadership team on the provision and delivery of CPD throughout the school year
- Coordinate along with DOC, the School's Orientation/In school and staff induction programme.

Processes and Procedures

The following criteria will be used to inform the decision making process to achieve (i) judicious use of available resources, (ii) meeting of the CPD aspirations of staff and (iii) addressing the school's development priorities:

- CPD meets identified individual, school or international/national development priorities and provides value for money
- CPD will be based on developing effective practice throughout the school
- CPD will help to raise standards of students' achievements
- Training provided will meet equal opportunities requirements and respect cultural diversity
- The Head of School/Leadership Team may request a staff member to attend a professional development activity, which is expected to enhance the manner in which the school's programmes or procedures may be delivered.
- The staff member is expected to provide appropriate feedback or conduct session within a reasonable amount of time upon returning to the school.
- Training will be provided by those with the necessary experience, expertise and skills
- All training will be monitored and evaluated, including seeking out and acting on user feedback to inform the quality of provision
- The school will support a wide portfolio of CPD approaches in an effort to match preferred learning styles of staff and to maximise the impact on teaching and learning within the school
- Following professional development, the participant will complete an in-house evaluation/feedback form (that will reference how the member of staff will disseminate to his / her colleagues
- The Coordinator- CPD will be responsible for ensuring whether any follow up is needed to the training.

The Coordinator - CPD will provide guidance to staff on producing and updating an appropriate professional development portfolio.

As a learning organisation, Good Shepherd International School both encourages and supports all its staff members to be skilled in their professional work and to be lifelong learners, striving for continual professional and personal growth. GSIS stresses that professional development results in improved student learning.

Types of professional development include, but are not limited to:

- Participating in weekly PD sessions
- reading professional literature
- peer support and coaching
- attending conferences and workshops
- workshops and training
- taking part in school-based in-service activities/sessions
- visiting other schools and institutions
- engaging in online courses/workshops
- enrolling in PLC

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