



INTERNATIONAL MAARIF SCHOOLS AZERBAIJAN

School Professional Development Policy

Introduction

As International Maarif Schools Azerbaijan prepares to become a Cambridge School, we recognize the importance of a well-structured and continuous Professional Development (PD) policy. This policy ensures that our educators are equipped with the skills, knowledge, and mindset necessary to deliver the Cambridge curriculum effectively. The Professional Development Policy is aligned with the Cambridge International ethos and focuses on fostering a culture of excellence, collaboration, and lifelong learning.

Objectives of the Professional Development Policy

1. To align teaching practices with the Cambridge International curriculum standards.
2. To enhance teachers' pedagogical skills, especially in active learning, critical thinking, and formative assessment.
3. To foster a collaborative and reflective teaching culture.
4. To support continuous improvement through targeted professional learning opportunities.
5. To ensure the use of effective educational technologies and resources in line with Cambridge guidelines.

Professional Development Framework

The Professional Development Policy is structured around three key areas: Curriculum Understanding, Pedagogical Excellence, Collaboration and Reflective Practice.

1. Curriculum Understanding

Goal: Deepen teachers' understanding of the Cambridge curriculum frameworks and assessment methodologies.

Workshops on Cambridge Curriculum Standards:

- Frequency: Beginning of the academic year and mid-year refreshers.
- Content: In-depth exploration of Cambridge Primary, Secondary, and IGCSE frameworks, with a focus on subject-specific content and skills.
- Facilitators: Cambridge-certified trainers or local experts.

2. Pedagogical Excellence

Goal: Equip teachers with advanced teaching strategies to enhance student engagement and learning outcomes.

Active Learning Strategies:

- Frequency: Monthly.
- Content: Methods to promote student participation, critical thinking, and problem-solving in line with Cambridge educational philosophy.
- Facilitators: Lead teachers with experience in active learning techniques.

3. Collaboration and Reflective Practice

Goal: Develop a culture of collaboration and reflective practice to continuously improve teaching quality.

Departmental Meetings:

- Frequency: Weekly meetings.
- Content: Teacher-led discussions on best practices, lesson planning, and peer observations.
- Facilitator: Cambridge Coordinator

Peer Observation and Feedback:

- Frequency: Every term.
- Content: Structured peer observations followed by reflective feedback sessions to promote professional growth.
- Facilitators: Head of Departments and Cambridge Coordinator.

Monitoring and Evaluation

- - Feedback Surveys are conducted after each PD session to assess relevance, effectiveness, and areas for improvement.
- - Teacher Self-Assessment is conducted bi-annually to reflect on growth and identify further professional development needs.
- - Student Achievement Data is monitored to measure the impact of PD on student outcomes and adjust PD focus areas accordingly.
- - External Reviews are done by Turkiye Maarif Foundation periodically to ensure alignment with their standards.

International Maarif Schools Azerbaijan is committed to delivering high-quality education that meets Cambridge International standards. This Professional Development Plan is a critical component of our strategy to achieve excellence in teaching and learning. By investing in our educators, we ensure that they are well-prepared to inspire and support our students in their academic journey.