



**STIRLING
SCHOOLS**

CONTINUING PROFESSIONAL DEVELOPMENT HANDBOOK

2020-2021

CONTENT

Introduction	04
What is Continuing Professional Development (CPD)?	05
Importance of Convincing Participants for CPD	05
Why CPD?	06
Outcome Mapping of CPD	06
Pre-Service Teacher Training	07
Outcomes of Pre-Service Teacher Training	08
In-service Teacher Training	09
Scope of In-Service Training	10
Models of In-service Training	10
Advantages of Mentoring	12
Implementation of Mentoring Program	13
Observations in Mentoring Program	13
Review Meetings	14
Mentoring Meeting Format	14
Professional Practices (Skills And Knowledge)	16
Trainee Teacher Practices	18
Pre-Junior Teacher Practices	20
Junior Teacher Practices	22

Pre-Senior Teacher Practices	24
School Counselors Professional Practices	26
Subject-related Professional Practices	28
Subject-related Professional Practices	29
Pre-Junior Teacher Subject-related Practices	30
Junior Teacher Subject-related Practices	31
Pre-senior Teacher Subject-related Practices	32
Senior Teacher Subject-related Practices	32
Partnership and Affiliations	33
CPD Operational Structure	34
Roles and Responsibilities	35
Importance of Needs Analysis	35
Observations	36
Pre-observation Discussions	38
Observation Feedback	39
Post-observation Discussion	40
Written Observation Feedback Template	41
Teacher Performance Tracking Framework	42
Developing Teacher Language Competency	45
Teacher ICT Skills Development	48
Leadership in Continuing Professional Development (LCPD)	49
Monitoring Student Teachers	54
Leadership in Continuing Professional Development (LCPD)	58
School Leader Portfolio	63

Introduction

The purpose of this handbook is to guide Stirling Schools to plan, implement, and monitor effective Continuing Professional Development (CPD) strategies for its teachers. In order to have an effective CPD for teachers, first, we need to understand the teachers' background in short. In terms of language competency, we can evaluate teachers in three categories;

- a. Teachers with BA and BSc degrees from departments with English language as the medium of instruction.
- b. Teachers with BA and BSc degrees from departments with a medium of instruction other than the English language. (e.g. Turkish language)
- c. Diploma or high school graduates who are employed in Kindergartens.

Every year we receive a big number of new and experienced teachers, and it is essential to receive adequate information to evaluate their teaching skills and language competency. Therefore, the need arises to have a pre-assessment tool in order to determine the areas that the newcomer needs assistance. So, we outlined CPD for Stirling Teachers under two main categories:

- Improving Teaching Skills (Teaching Methodologies)
- Developing English Language Competency

Moreover, professional development is not and should not be limited to teachers solely. In fact, there is an area for all, from school secretaries to school general directors, in continuing professional development. In this handbook, we also included how and what should be done for the training of the school administrative staff and school management team. Therefore, leadership skills and instructional leadership are included in the CPD programs.

Finally, while preparing this handbook, we benefited from various scholastic sources in order to stay up to date with the rest of the world and utilized our experience in Stirling contexts to prioritize the needs of Stirling teachers in particular.

What is Continuing Professional Development (CPD)?

Continuing Professional Development (CPD) refers to an ongoing process of tracking, documenting, developing, and enhancing skills, knowledge, and experience of our teachers and administrative staff.

The fundamental purpose of having professional development for teachers is to make learning better in classrooms. In today's challenging world, both new and qualified teachers are responsible to various stakeholders such as students, parents, colleagues (to set a good role model), administration, parents, and community (to contribute to school's reputation).

Moreover, the school leaders need to actively take part in professional development to run the school smoothly and professionally. In addition, school secretaries, which we believe play a vital role in organizing daily school operations, need to be trained to establish a welcoming atmosphere in the school reception and manage the daily tasks efficiently.

As the word 'continuing' implies, CPD is an ongoing learning and monitoring process which needs careful planning and implementation.

Importance of Convincing Participants for CPD

CPD is a process which extends over time, and our targeted group mostly suffers from shortage of time. The very first step should be to convince the teachers and leadership team about the importance of having CPD and why they need to have this training even sometimes at weekends.

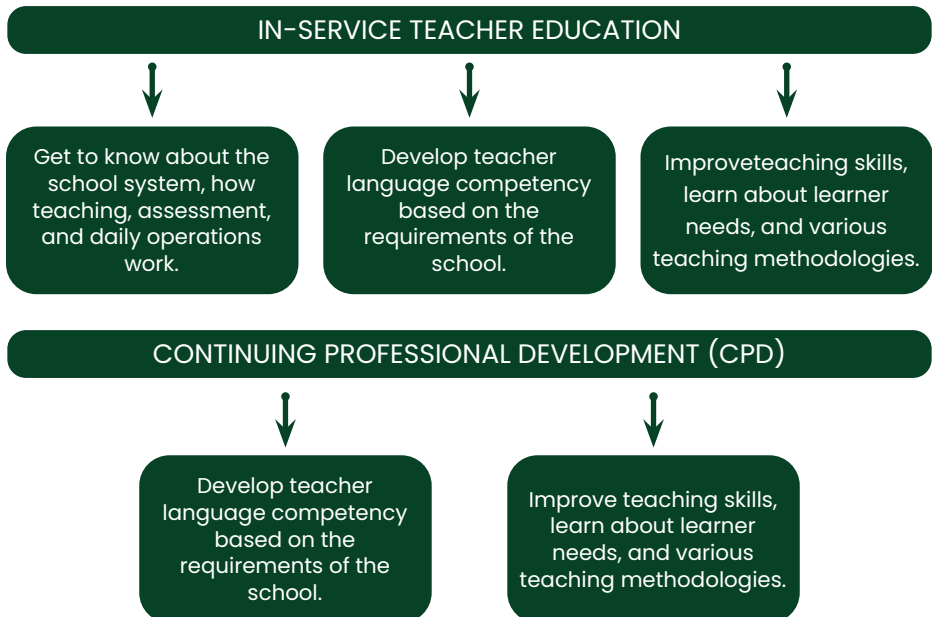
Why CPD?

CPD brings considerable advantages, namely:

- Instill and support the concept of the teacher as a continuous learner.
- Provide a platform for them to share their experiences and success.
- Increase motivation and retention of the teaching staff and leadership team.
- Improve learning outcomes.
- Improve the quality of education.

Outcome Mapping of CPD

Outcome mapping is a methodology for planning, monitoring, and evaluating projects. In our case, we need to outline our overall goals for the teachers.



Pre-Service Teacher Training

It is a training that new teachers receive preferably right after or during their employment. The following are the components of Pre-Service Teacher Training which should be compulsory for all new teachers to complete and get themselves familiar with the content.

1. Subject Content Knowledge

Schools should make sure that the teachers are capable enough to teach their subject. Although their degree already proves that, introducing the education framework, curriculum, and resources are essential. Moreover, this training would also help to find out whether a teacher is capable enough for a specific grade, particularly in secondary and high schools.

2. Pedagogic Content Knowledge (teaching methodology and assessing learning)

Pedagogy as defined in Cambridge dictionary is the study of the methods and activities of teaching. An extensive definition could be as "Pedagogy is the way that content is delivered, including the use of various methodologies that help different children to engage with educational content and learn more effectively, recognizing that individuals learn in different ways." It is the idea that teachers need different methods to address the needs of different learners. Stirling teachers should be trained on the following fundamental topics under this category:

- Open-Ended Instruction
 - Integrated Learning
 - Inquiry-based Learning
 - Differentiated Instruction
 - Experiential Learning
 - Cooperative Learning
 - Assessment & Evaluation of Student Learning
 - Peer Teaching
 - Case Studies
 - Classroom Management
 - Locus of Control
- (See the appendix for a short description of each of above)

3. Teaching Practice

It is one of Stirling's traditions and a common approach to help a new teacher to adapt to the classroom environment and teaching. This is a two-way approach which is a core practice in Stirling department meetings which can also be named as a 'demo lesson'. The first step is to observe a demo lesson given by an experienced teacher or do a classroom observation. Then, the trainee delivers several lessons which are observed by the mentor or head of the department. The trainee receives feedback regarding the points to improve and the strengths, and becomes aware of the conditions of a real time classroom.

4. Assessments in School

New teachers are briefed and trained about the student performance assessment policies, regulations, and strategies. Stirling Schools have and maintain clear written guidelines for assessment models and categories, testing, invigilation, grading student works, submitting marks, producing reports, using digital gradebook on school information system. Newcomers are provided with these guidelines.

5. Administrative and Operational Matters

Schools may have different ways in running their daily operations. Newcomers may find some issues complicated. Thus, Stirling Schools brief and train new teachers on administrative and operational matters which are covered and instructed within terms and conditions in teacher handbooks and other relevant documents.

Outcomes of Pre-Service Teacher Training

1. New teachers gain confidence
2. Raises awareness of quality teaching
3. New teachers get to know the school system and classroom environment

In-service Teacher Training

It is a continuing education for teachers with formal qualifications (teachers with a minimum of two years' experience in teaching) to improve and develop their teaching skills and subject knowledge. It is categorized as formal and collegial teacher education initiatives.

Formal Teacher Education

It refers to the formal training programs that are organized, scheduled, monitored, and supervised by schools and educational leadership of Stirling Schools. They are namely:

- Workshops
- Seminars
- Refresher courses
- Conferences
- Schools visits
- Observations by administrators and heads of departments

Collegial Teacher Education

It refers to the in-school and inter-schools teacher professional development initiatives that are encouraged, guided, and assisted by schools and educational leadership of Stirling Schools. They are namely:

1. Mentoring
2. Peer support
3. Teacher groups
4. Peer observation

Scope of In-Service Training

In-service training for teachers covers all the training and professional development activities regarding:

1. Improving existing professional practices and subject knowledge.
2. Supporting the implementation of a new curriculum or resources.
3. Providing information about new policies, regulations, and administrative or operational updates.
4. Developing skills and knowledge for career progression.
5. Building and sustaining motivation and enthusiasm for teaching.

Models of In-service Training

1. Face-to-face training

Stirling Schools collaborate with UK Teachers Academy and Cambridge Teacher Trainers to provide training for its teachers. These face-to-face training programs provide and facilitate efficient interaction between teachers and trainers. Teachers benefit from hands-on practical experience in face-to-face training contexts.

2. Online training

In collaboration with UK Teachers Academy, Cambridge Teacher Trainers, and other organizations, Stirling Schools also organize online teacher training programs. This model of training is relatively more flexible, cost-effective, and convenient for the teachers. On the other hand, its biggest challenge is that teachers should be self-disciplined to complete their training which usually becomes an administrative issue. Therefore, Stirling Schools are recommended to use this model of training with a proper follow-up system and format as in the example below.

It would be a wise decision to assign a group of teachers to an administrator (deputy principal academic), head of the department, mentor etc. for an easy follow-up and feedback. Administrators monitoring and supervise the teacher's participation in online trainings within the following procedures:

- Identifying the online courses and webinars the teacher need to attend
- Making an individual plan in the format provided
- Maintaining the follow-up system and having review meetings regularly
- Taking reflection from the teacher on the training and the skills developed

TEACHER NAME	ADMIN IN CHARGE	TRAINING TOPIC	SKILLS	STATUS	SOURCE	CERTIFICATION
John Doe	John Doe	Foundations of Teaching for Learning: Being a Teacher	-Teaching -Reflective Practice -Pedagogy -Evaluation	- Complete - Incomplete - In progress	Commonwealth Education Trust	Yes No

3. Mentoring

In this model of in-service training, an experienced teacher (mentor) supports and assists a less experienced teacher usually for a year until the mentee feels comfortable in teaching and other educational matters. Stirling Schools educational leadership assists and monitors mentoring processes and activities.

Aims of Mentoring

Mentoring program aims to provide support, guidance, and advice to teachers to help them enhance their teaching skills to develop professionally. It can cover all or any of the following:

1. identifying needs and interests for development
2. identifying strengths and weaknesses
3. action planning
4. observing lessons and arranging peer observations
5. tracking progress
6. coaching on certain teaching practices





Advantages of Mentoring

While teachers benefit from the knowledge and experience mentors can provide, more experienced teachers have the opportunities to refresh their skills, deepen their knowledge, or extend their expertise into a new area of work. Mentoring programs help to develop confidence and improve the quality of teaching. There are also considerable advantages for the mentor and the institution.

For teachers (mentee), mentoring provides:

- opportunities to explore ideas and try out different approaches and methodologies
 - opportunities to reflect on their current teaching
 - support in identifying solutions to problems
 - support in articulating areas of concern
 - opportunities to carry out action planning - opportunities to review and monitor progress and development
 - provides opportunities to improve the classroom experience of learners as mentees become more confident and knowledgeable
- For mentors, mentoring provides:

- opportunities to develop knowledge, experience and skills in mentoring and coaching
- opportunities to enhance feedback skills, methods and delivery techniques and approaches
- opportunities to increase level of insight into issues teachers face
- learning opportunities to help prevent the fossilisation of so many of those mistakes that can take place, for example, in the delivery of feedback, where distinctions between development and assessment are often blurred and stressful for the teacher

Through mentoring, institutions can:

- raise standards
- build reputation
- identify training needs to meet educational standards and policies
- provide depth of insight into the strengths and areas for improvement and development of the teaching team
- improve standards as mentees develop expertise

Implementation of Mentoring Program

Stirling Schools educational leadership organize and supervise mentoring programs for individual teachers. Implementation of the mentoring program follows the steps outlined below:

1. Identifying strengths areas of development of the teachers to be mentored
2. Identifying and assigning the mentors for certain areas of development
3. Establishing a framework for development and mentoring process
4. Organizing an initial meeting
5. Identify the possible needs for external support
6. Scheduling observations and review meetings
7. Reflection and reports

Observations in Mentoring Program

Observation is one of the most useful elements of effective mentoring. This can take place in a great variety of ways such as:

- mentor observes the whole lesson
- mentor observes the part of the lesson
- mentee observes the mentor's lessons
- mentor gets the mentee observe another teacher who is good at the area of development
- mentee makes a video of his/her lesson and makes self observation; then shares his/her reflections with the mentor
- mentee and mentor evaluate video lesson together

It is essential to keep in mind that observations in mentoring programs are for improvement and detached from teacher performance assessment.



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Review Meetings

After the initial meeting to determine the framework for the mentoring, mentor and mentee have a series of review meetings during the mentoring process; and a final meeting is organized in which the necessity of any follow-up programs and further development plans is discussed.

Both mentors and mentee make a preparation before the meetings; preparations may include written forms of notes, evidence of feedback from students and peers, action plans, and well-tailored practical suggestions. The meetings both highlight the strengths and focus on areas of development within the determined framework of mentoring. Meetings are held in an informal setting and comfortable atmosphere. Both written and verbal feedback could be provided during meetings. Feedback approach should definitely be exploratory and constructive. On the other hand, there may be links to assessment addressing any area which is under-performed and subject to criticism.

Review meetings always aim to move things forward; are based on scheduled progress, encourage reflection, and clear projections for future improvements. All meetings, progress plans, progress reports, follow-up plans, and other documents related to mentoring programs are carefully recorded and maintained.

Mentoring Meeting Format

Below is a format to guide about the scope and sequence of review meetings in mentoring programs.

School:

Teacher:

Mentor:

Date of Meeting:

Other Participants:

1. Review of the previous meeting.

1-

2. Review of the CPD actions since the previous meeting. Review of the progress and evaluation of what has been/has not been achieved. (Based on self-reflection by the teacher encouraged by the mentors exploratory tone.)

1-

3. Schedule of next meeting.

1-

4. Action points and agenda until the next meeting.

1-

5. Closing remarks.

1-

4. Teacher groups

Stirling Schools value collegiality among all staff members. Teachers get together regularly to share problems and ideas in support of their professional development. In Stirling Schools, teachers in kindergartens and primary schools meet once a week, and in secondary schools fortnightly for department meetings. Schools can discuss in their administrative meetings to find the best time for their teachers to meet for the purpose of discussing their problems and sharing ideas about their professional development or teaching in general.

Professional Practices (Skills And Knowledge)

Stirling Schools Continuing Professional Development aims to address each of the practices below both for teachers (trainees) and teacher educators (trainers). Each school makes an annual plan for CPD to help teachers gain these skills through courses and other means. Due to differences in contexts, schools' annual plans may slightly differ in terms of the order of the practices.

Trainee Teacher 1	Pre-Junior 2-3	Junior 4-5	Pre-Senior 6-10	Senior 11-...
Parent Partnership	Learning Environment	Learning Styles	Character Education	Digital Citizenship
Classroom Technology	Critical Thinking	Flipped Classroom	Design Thinking	Global Education
Collaborative Learning	Differentiated Instruction	Inquiry-based Learning	Instructional Coaching	Growth Mindset
Lesson Plans	Formative Assessment	Interest-based learning	Curriculum Planning	Social and Emotional Learning
Project-based learning	Game-based learning	Understanding learner profiles	Special Education	Education Trends

Student Engagement	Blended Learning	Integrating ICT	Open education resources	Environmental Education
Classroom management	Response to Intervention	Promoting 21st-century skills	Multiple Intelligences	Teaching Content and Language Integrated Learning
Content knowledge	Rubrics	Behavior Management	Teacher Collaboration	Professional Leadership with Young People
Assessing learners	STEM	Motivating Teenage Learners	Supporting and mentoring teachers	
Culturally Responsive Teaching	Teaching Strategies	Teaching Exam Classes	Standardized Tests Expertise	
Managing resources	Taking responsibility for professional development	Learning Oriented Assessment	Developing Learner Autonomy	
Classroom Design	Using inclusive practices	Brain Games	Apps for Teaching and Learning	
Classroom Language	Learning Difficulties	School Clubs	Teaching and leading gifted students	
Assignment Management	Organizing and Managing Extra-curricular and Co-curricular activities	Understanding emotional needs of a child		
Teacher Portfolio	Annual Plans and Curriculum Mapping			
English for Teaching	Giving Feedback			
Evaluating and Correcting Learners	Using Supplementary Materials			
Using Online Learner Management System	Teaching Online			
Parent-Teacher Meetings	Online Assessments Management			
	After School teaching and remedial tutorials			

Trainee Teacher Practices

Practice/ Skills	Course/Training Information
Parent Partnership	Communicating with parents, cooperating with parents, involving parents in student improvement, dealing with parent grievances, guiding parents and home studies.
Classroom Technology	Using classroom technology: smartboards, projectors, printers and scanners, lab technologies, etc.
Collaborative Learning	Having groups of students work together to solve problems, complete tasks, learn new concepts; Coaching and leading groups...
Lesson Plans	Creating, maintaining and implementing efficient lesson plans
Project-based learning	Fundamentals of PBL, introducing problems, leading research, leading groups, coaching and guiding projects, providing feedback, evaluating and assessing projects, integrating PBL in classroom...
Student Engagement	Skills and strategies to engage students, addressing student interests, rich classroom interaction, fun learning...
Classroom management	Fundamental strategies and techniques for effective classroom management
Content knowledge	It refers to the body of knowledge and information that teachers teach and that students are expected to learn in a given subject. Teachers are expected to excel and become competent in content knowledge in their subjects.
Assessing learners	Assessment types, creating and managing formative and summative assessments, creating and grading tests, assessment dynamics for student progress, tracking student progress..
Culturally Responsive Teaching	Cultural awareness in teaching, understanding cultural and sociological contexts, understanding and addressing learner profiles, addressing cultural dynamics, designing culturally responsive teaching

Managing resources	Efficient use of textbooks, choosing right resources, utilizing additional resources and materials, creating and managing handouts...
Classroom Design	Efficient, engaging and practical classroom design. Efficient use of classroom space and creating an effective environment for teaching
Classroom Language	Establishing, maintaining, and teaching efficient classroom language and instructional communication
Assignment Management	Designing, planning, maintaining, communicating, coaching, tracking and assessing assignments as an important element of formative assessment.
Teacher Portfolio	Creating and maintaining quality teacher portfolio for teacher professional development
English for Teaching	Effective use of English as the medium of instruction, subject key concepts, pronunciation skills, classroom expressions, effective use of English in verbal and written communications in school contexts, classroom language
Evaluating and Correcting Learners	Teacher talk, giving feedback in classroom management, managing formative assessments, effective and encouraging methods of correcting and giving feedback
Using Online Learner Management System	Effective use of online learning management systems and digital gradebooks (such as MyMercury)
Parent-Teacher Conferences	Preparing for parent meetings, informing parents managing meetings, meeting tone and language, communication skills, providing reports, advising parents, recording and reporting meetings


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Pre-Junior Teacher Practices

Practice/ Skills	Course/Training Information
All Trainee Teacher Practices	Pre-junior teachers are supposed to complete and fulfill all trainee teacher practices and skills
Learning Environments	What is an effective learning environment? Seating arrangements, classroom decor, learning stations, classroom notices and posters....
Critical Thinking	Integrating critical thinking in teaching, class activities, discussions, analysis; ways to help students go deeper with their thinking.
Differentiated Instruction	Building lessons, developing teaching materials, and varying approaches and techniques to address different learner profiles and needs in the classroom
Formative Assessment	Methods and ideas for checking in with students during a project, class, or semester to assess their learning and see if content or instruction needs adjusting. Tracking student progress and feedback.
Game-based learning	Tips, techniques, and tools that apply the principles of game design to the learning process -- a dynamic way to engage learners and help educators assess learning.
Blended Learning	Effective ways of combining online instruction tools and methods with traditional classroom learning
Response to Intervention	Methods for identification and support of students with learning and behavior needs. Providing, managing and maintaining effective interventions for support groups.
Rubrics	Ways to develop criteria for student assessment and to communicate academic expectations to students.
STEM	Engaging students with this successful approach to integrated studies that combines science, technology, engineering, and math.
Teaching Strategies	Practices for improving your teaching craft -- delivering instruction, engaging students, reaching struggling students, and more.

Taking responsibility for professional development	Being committed to a planned professional development through various resources.
Using inclusive practices	Implementing practices where all students, regardless of cognitive or academic level, have opportunities to be included in the general education classroom, participating in standards-based curriculum.
Learning Difficulties	Awareness of conditions that impact on an individual's ability to gain knowledge and skills at the same rate as his or her peers. Dealing with learning difficulties, adjusting instruction and developing materials for them, and more. Using screening tests and materials.
Organizing and Managing Extra-curricular and Co-curricular activities	Coaching, assisting, and evaluating student performance in extra-curricular and cocurricular activities. Integrating extra-curricular and cocurricular activities with learning standards. Organization and leadership skills in school activities.
Annual Plans and Curriculum Mapping	Developing comprehensive and manageable annual plans and curriculum mapping that serve for learning goals and outcomes.
Giving Feedback	Providing formative feedback during instruction, on assignments, on assessments, tracking learner progress and contributing to follow up actions for individual students.
Using Supplementary Materials	Effective ways of choosing and implementing supplementary materials in the classroom. Material development.
Teaching Online	Designing, planning, assessing online classes.
Online Assessments Management	Developing online tests, assessments, and assignments.
After School teaching and remedial tutorials	Analyzing needs, planning and developing remedial tutorials to help students keep up with their peers.

Junior Teacher Practices

Practice/ Skills	Course/Training Information
All Pre-Junior Teacher Practices	Junior teachers are supposed to complete and fulfill all pre-junior teacher practices and skills.
Learning Styles	Ways and strategies to vary approaches to learning and take into account students' learning needs and preferences.
Flipped Classroom	Making use of flipped classrooms which is a model of instruction, students watch recorded lectures for homework and complete their assignments, labs, and tests in class.
Inquiry-based Learning	Methods and strategies for making use of questions, problems, and scenarios to help students learn through their own agency and investigation.
Interest-based learning	Adjusting instruction and learning activities based on student interests and facilitating student voice and choice.
Understanding learner profiles	Developing and awareness of learner profiles, adjusting teaching for different needs, ages, interests, and contexts.
Integrating ICT	Developing fundamental ICT skills for an educator. Discovering tools and strategies for empowering students to fully participate in a connected, technology-rich society.
Promoting 21st-century skills	Developing an awareness of and proficiency in critical thinking and problem solving, collaboration and communication, creativity and imagination, citizenship, digital literacy, student leadership and personal development.
Behavior Management	Promoting and maintaining an efficient behavior management both inside and outside the classroom. Awareness of Stirling Schools Student Profile, communicating and promoting it with students.
Motivating Teenage Learners	Ways and approaches to engage teenage learners in learning. Methods and strategies to help them become self-directed learners. Teenage learners and

their interests; integrating technology into lessons; offering teenage learners choice and challenge.	
Teaching Exam Classes	Developing skills and strategies and gaining experiences to teach content and skills standardized tests in your context: Wezary, SAT, IELTS, TOEFL, Cambridge Exams...
Learning Oriented Assessment	Developing skills and strategies of assessment that serves to the learning goals and outcomes. Developing an awareness of a balance between formative and summative assessments. Using assessment in establishing open communication, guiding student
learning, assisting in developing future directions, and helping to pinpoint areas of	
exemplary performance, as well as identifying those in need of support and	
assistance.	
Brain Games	Skills and strategies to integrate brain games in learning and developing critical and
analytical thinking.	
School Clubs	Designing, planning, and managing educational school clubs. Learning and developing skills to be able to give school clubs.
Understanding Emotional Needs of a Child	Understanding and analyzing emotional needs of a child, considering individual needs and differences in education.

Pre-Senior Teacher Practices

Practice/ Skills	Course/Training Information
All Junior Teacher Practices	Pre-senior teachers are supposed to complete and fulfill all junior teacher practices and skills.
Character Education	Skills and methods to help children develop traits like initiative, perseverance, and empathy to be successful and contribute positively to their communities.
Design Thinking	Exploring and sharing resources to help students engage in innovative processes for tackling complex real-world problems in human-centered ways.
Instructional Coaching	Developing skills to effectively support other teachers in professional development, sharing best practices, and improving instruction.
Curriculum Planning	Ways to develop dynamic, compelling, and standards-based course content and activities.
Special Education	Tips, strategies, and resources for supporting students with special needs.
Open education resources	Exploring and making use of free digital materials available through open licenses.
Multiple Intelligences	Integrating the theory of multiple intelligences theory, that says there are multiple types of human intelligence, each representing different ways of processing information in teaching activities.
Teacher Collaboration	Developing collective expertise and energy through collaborative teaching and planning, collegial support, and team development.
Supporting and mentoring teachers	
Standardized Tests Expertise	Gaining expertise on standardized tests for relevant contexts: Wezary, Nishtimany, SAT, ACT, IELTS, YLE, TOEFL, etc.
Developing Learner Autonomy	Helping and coaching learners to become self-directed learners.
Apps for Teaching and Learning	Making effective use of digital apps in teaching. Developing educational apps.
Teaching and leading gifted students	Tips and strategies to approach, teach, and coach high learner profiles. Developing and implementing screening tests for gifted students.

Senior Teacher Practices

Practice/ Skills	Course/Training Information
All Pre-Senior Teacher Practices	Senior teachers are supposed to complete and fulfill all pre-senior teacher practices and skills.
Digital Citizenship	Developing digitally. Online safety, cyberbullying, netiquette, privacy, copyright, and the norms of appropriate, responsible behavior to help young people consider their digital footprint.
Global Education	Developing awareness of education and educational practices in different parts of the world. Benefiting from global practices and approaches.
Growth Mindset	Supporting students in believing that they can develop their talents and abilities through hard work, good strategies, and help from others.
Social and Emotional Learning	Finding and sharing resources for creating a healthy school culture by helping students develop skills to manage their emotions, resolve conflicts, and make responsible decisions.
Education Trends	Developing awareness and knowledge about what needs are emerging and being identified and how are forward-thinking educators meeting them in the world.
Environmental Education	Developing awareness and knowledge about how educators, students, schools, and communities can go green. Learning about sustainability, conservation, and other earth-friendly practices and curricula.
Teaching Content and Language Integrated Learning	Importance of CLIL strategies and practices in our contexts in which ESL learners learn subjects in English Language.
Professional Leadership with Young People	Skills, practices, and approaches in coaching, counseling, tracking, and advising young people.

School Counselors Professional Practices

Practice/ Skills	Course/Training Information
Communication Skills	Effective and appropriate communication skills with students, parents, staff, and school leaders.
Character Education	Helping children develop traits like initiative, perseverance, and empathy to be successful and contribute positively to their communities.
Social and Emotional Learning	Finding, developing, and sharing resources for creating a healthy school culture by helping students develop skills to manage their emotions, resolve conflicts, and make responsible decisions.
School Climate	Ways and tips for creating a positive, welcoming, education-friendly climate in your school.
Learning Styles	Ways and strategies to vary approaches to learning and take into account students' learning needs and preferences.
Multiple Intelligences	Integrating the theory of multiple intelligences theory, that says there are multiple types of human intelligence, each representing different ways of processing information in teaching and counseling activities.
Special Education	Exploring and sharing tips, strategies, and resources for supporting students with special needs.
Student Wellness	Ways to promote and maintain student wellness through physical education, health education, or health and nutrition policy within a school.
Career Planning	Guiding and coaching students to decide on and work for appropriate career paths for their skills, interests, potentials and aspirations.
Learning Difficulties	Awareness of conditions that impact on an individual's ability to gain knowledge and skills at the same rate as his or her peers. Dealing with learning difficulties, adjusting instruction and developing materials for them, and more. Using screening tests and materials.
Conflict and Stress Management	Exploring, developing and sharing ways for conflict and stress management and guiding and counseling students, staff, and parents to cope with stress and conflict with appropriate and evidence-based ways and strategies.

Crisis Management	Skills and strategies to deal with disruptive and unexpected events.
Partnering Parents	Communicating with parents, cooperating with parents, involving parents in student improvement, dealing with parent grievances, guiding parents on student wellness..
Professional Leadership with Young People	Skills, practices, and approaches in coaching, counseling, tracking, and advising young people.
MAPP Testing/ Career Testing	Gaining expertise on the world's most common career planning and skills and interests screening test.
Screening Tests	Gaining expertise of professional scientific screening tests to identify learning difficulties, social and emotional challenges, student interests, etc.
Understanding emotional needs of a child	Understanding and analyzing emotional needs of a child, considering individual needs and differences in education.
Mental Health	Exploring compassionate perspectives and evidence-based strategies to foster school environments that promote psychological well-being and support students experiencing behavioral, emotional, or social challenges.


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Subject-related Professional Practices

Trainee Teacher	Pre-Junior	Junior	Pre-Senior	Senior
1	3-2	5-4	10-6	-11...
Teaching Grammar	Teaching Communicatively	Developing Critical Thinking with Young Learners	Teaching Learners with Special Needs	CELTA Skills
Teaching Vocabulary	Classroom Management for Young Learners	Language Acquisition	The Psychology of Language Learning	
Teaching Pronunciation	Developing Creativity with Young Learners	Story Telling	Scaffolding Reading and Vocabulary	
Teaching Writing	Introduction to Oracy for Young Learners	Developing Collaboration with Young Learners		
Teaching Speaking	Teaching Language to Young Learners	Teaching Primary Learners Communicatively		
Teaching Listening	Teaching Language to Native Learners			
Teaching Reading	Teaching Language to Non-Native Learners			
Total Physical Response (TPR)				
Teaching Very Young Learners				
Lesson Planning for Young Learners				
Using Dictation				
Teaching Phonics				
Lab Activities				

Subject-related Professional Practices

Practice/ Skills	Course/Training Information
Teaching Grammar	Knowledge of effective grammar teaching: analysing grammar in terms of meaning, form, pronunciation and spelling; classroom techniques for focusing on the meaning and form of grammatical structures.
Teaching Vocabulary	Factors involved in «knowing» a word. It considers: different kinds of word knowledge; techniques for clarifying the meaning of vocabulary items; planning to teach vocabulary.
Teaching Pronunciation	The importance of sounds, word stress and sentence stress; techniques for raising learners' awareness of sounds, word stress and sentence stress; a range of techniques for drilling pronunciation.
Teaching Writing	Methodology associated with writing skills development. Text-based writing skills development; language-focused writing sub skills; steps in the writing process. Teaching different types of essays and works.
Teaching Speaking	Second language speaking skills and helping learners develop those skills. The nature of spoken language; the difference between language-focused and fluency-focused speaking activities; spoken interaction strategies; the planning and management of speaking activities.
Teaching Listening	Methodology associated with listening skills. The importance of providing different types of listening texts in the classroom; top-down and bottom-up listening strategies; planning the stages of a listening activity.
Teaching Reading	Theory and practice of teaching reading skills. Procedures for practising reading skills; reading for gist, for specific information, in detail; how to identify the aims
Total Physical Response (TPR)	Tips and strategies for using Total Physical Response which is a method of teaching language or vocabulary concepts by using physical actions as input and stimuli. It would be helpful especially in kindergarten and early primary key stage 1.
Teaching Very Young Learners	Classroom dynamics in the very young learner classroom (8-3 year-olds). Appropriate lesson structures, spaces and timings; making materials engaging; types of lesson dynamics; working on vocabulary and using storybooks; classroom management.
Lesson Planning for Young Learners	Planning programmes of study for young learners. The rationale when planning lessons, blocks of lessons and a course; the effects of different lesson distributions on the learners; the different types of activities within a lesson; the importance of anticipating problems at the planning stage; how planning can maximise language acquisition.
Using Dictation	Importance of dictation practices in language teaching. Use of dictation in promoting integrated language skills.
Teaching Phonics	Awareness of sounds, teaching sounds, combining sounds, tips and strategies to teach sounds to facilitate efficient reading, spelling and pronunciation. Developing activities and materials to teach phonics.
Lab Activities	Importance of lab activities in science teaching. Designing, planning, conducting and recording experiments and demonstrations. Dynamics of hands-on learning. Lab safety and equipment maintenance.

Pre-Junior Teacher Subject-related Practices

Practice/ Skills	Course/Training Information
All Trainee Teacher Skills	Pre-junior teachers are supposed to complete and fulfill all trainee teacher practices and skills
Teaching Communicatively	Communicative Language Teaching (CLT). Communicative competence; characteristics of and approaches to CLT; teacher roles in CLT; typical communicative activities.
Classroom Management for Young Learners	Having positive impact on the behaviour of learners, aged 12–3 years old, in our lessons. How we can use material and space to maximise student concentration; different lesson structures to ensure good behaviour; how we can catch and maintain student attention; the effectiveness of positive feedback.
Developing Creativity with Young Learners	Ways of teaching and encouraging young learners to be more creative. Importance of developing creativity;resources which can foster learners' creativity; new ways of approaching activities; how projects can expand creativity.
Introduction to Oracy for Young Learners	Development of oracy with young learners. The concept of oracy; the rationale for giving attention to oracy skills; key oracy teaching approaches.
Teaching Language to Young Learners	How to teach vocabulary; how to integrate vocabulary into language structures;how to provide practice of grammatical structures; the importance of a communicative context.
Teaching Language to Native Learners	How to teach language conventions, vocabulary, reading, language arts, and writing to the learners who are native speakers of the language being taught. Teachers of Arabic Language, Kurdish Language, and Turkish Language will need these skills.
Teaching Language to Non-Native Learners	Teachers of Arabic Language, Kurdish Language, and Turkish Language should develop skills to teach language to the learners who are second language learners for the language being taught.

Junior Teacher Subject-related Practices

Practice/ Skills	Course/Training Information
All Pre-Junior Practices	Junior teachers are supposed to complete and fulfill all pre-junior teacher practices and skills.
Developing Critical Thinking with Young Learners	Developing critical thinking skills with young learners (age 11–6). How learning a language and learning to think can be connected; thinking and critical thinking skills; tasks and activities which facilitate critical thinking and language learning.
Language Acquisition	Theories of language acquisition. The theories of behaviourism, innatism, interactionism and information processing; possible implications of these theories for classroom practice.
Storytelling	Effective use of storytelling practices in teaching language. Finding and selecting appropriate stories, communicating the message, presentation skills, using visuals, drama teaching, puppets and outfits, dialogue management, voice and tone, questions on story, etc.
Developing Collaboration with Young Learners	Developing meaningful collaboration among young learners in the language classroom. The nature of efficient collaboration; tasks and activities that engage learners in collaboration; roles of the teacher and learners in collaborative activities; how to encourage learners to use English in collaborative activities.
Teaching Primary Learners Communicatively	Communicative Language Teaching (CLT). Communicative competence; characteristics of and approaches to CLT; teacher roles in CLT; typical communicative activities.

Pre-senior Teacher Subject-related Practices

Practice/ Skills	Course/Training Information
All Junior Practices	Pre-senior teachers are supposed to complete and fulfill all junior teacher practices and skills.
Teaching learners with Special Educational Needs	Using inclusive practices to support all learners, whether or not they have a special educational need (SEN) identified. How inclusive practice approaches support learners with SENs; medical and social model thinking; examples of inclusive practices; challenges in applying inclusive practices.
The Psychology of Language Learning	Different accounts of how people learn languages that are offered by psychology. Behaviourism and innatism and the impact on language teaching; cognitivism and the influence on language teaching; socio-cultural theory and its influence on language teaching; the concept of mindsets and the impact on teaching.
Scaffolding Reading and Vocabulary	How to scaffold your instruction to help all students become better readers and writers. Different students bring different strengths and needs to the classroom, and teachers can use scaffolding to support all students before, during, and after any reading or writing activity

Senior Teacher Subject-related Practices

Practice/ Skills	Course/Training Information
All Pre-senior Practices	Senior teachers are supposed to complete and fulfill all pre-senior teacher practices and skills.
CELTA / TEFL Skills	



Partnership and Affiliations

Stirling Schools collaborate with corporate, local and international partners for CPD programs. Stirling Schools Educational Leadership is the core operator and supervisor of CPD programs. Besides its partners -UK Teachers Academy, Cambridge Teacher Trainers, and its accrediting bodies, Stirling Schools Group sets up new online collaborations with different institutions when necessary.

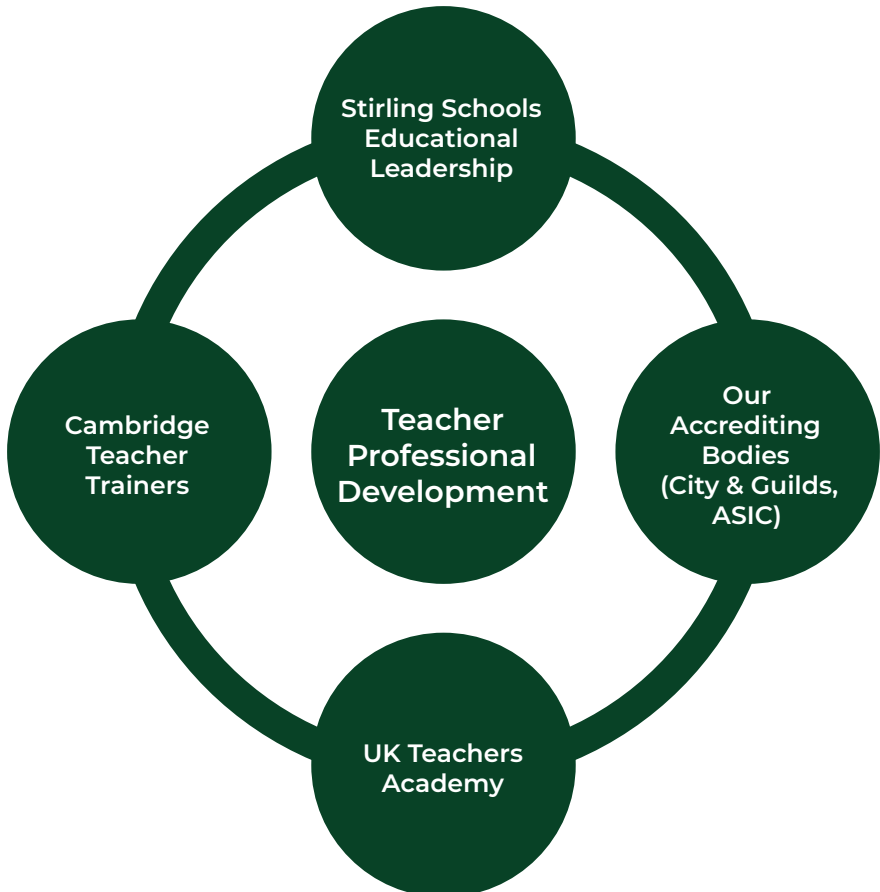


Figure 1. Stirling Schools CPD Partnership

CPD Operational Structure

Continuing Professional Development shall be planned, implemented and monitored by the teacher development operational structure. This structure can be expanded depending on the need. Each component of the structure should have a detailed plan on how to follow the CPD program. This is explained more under the roles and responsibility section.

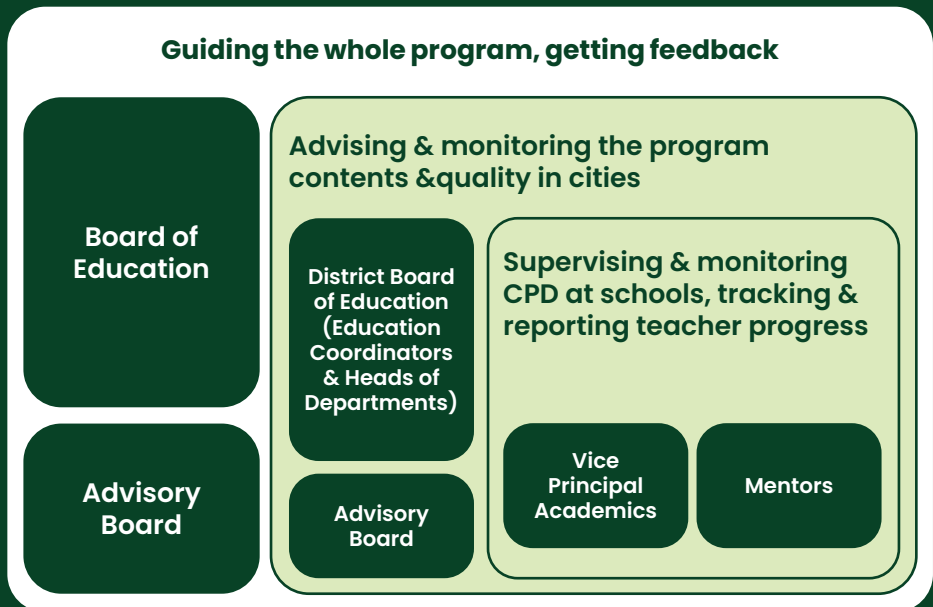


Figure 2. Stirling Schools CPD Operational Structure

Roles and Responsibilities

ROLES	RESPONSIBILITIES
Financial commitment	Board of Directors allocates a budget for CPD
Review of planning and progress	Stirling Schools Board of Education and District Board of Education -which consists of education coordinators and heads of departments- review and discuss in their meetings about the progress and outcomes of each training. They analyze overall results in each school and report back to the Board of Directors.
Logistics and support	Principals check the venue, materials, resources, and technology needed for the training. They oversee the school CPD activities and present the upcoming training to the teachers in meetings and keep their motivation high.
Monitoring and evaluation	Heads of departments in cities cooperate with the school head of departments and school academic deputy principals to monitor and evaluate the sessions. They report back to the District Education Coordinator (Deputy General Director Academics).
Administration and reporting	School Academic Deputy Principals (school education coordinators) follow up the attendance and progress, assist the principals in logistics, and are in direct communication with the trainers and mentors to ensure the training goes smoothly.

Importance of Needs Analysis

Needs Analysis is a formal, systematic process of identifying and evaluating the requirements and scope of teacher professional development, or specific professional needs of an individual or group of teachers. Need analysis is done through feedback from various sources in order to have a better and efficient planning and implementation for CPD.

Teacher Questionnaires	Teachers' opinions about the scope of training are the most significant part of the needs analysis. The questionnaires address the content, productivity, timing, and quality of the sessions.
Administrator Questionnaires	These provide practical insights about the priorities and requirements in CPD and contribute greatly in planning CPD programs.
Observations	The notes of the stakeholders and educational leadership when they observe the sessions.
Student/Parent Questionnaires	These provide valuable insight about the outcomes, practicality in learning contexts, and any repercussions of the program.
Administrative Reports	This report should cover the sections or points that are not mentioned in the questionnaire.
Teacher Educator / Trainer Questionnaires	We can get the opinion of the educators about the trainees and overall programme.

Observations

Observation is a key tool to support important understanding and development of CPD standards. It is a common way of receiving information which can help us figure out teaching contexts, assess the effectiveness of teaching practices, and plan further for improvements.

Observation Focus

Here are some more categories an observer might focus on when observing, together with some examples of things the observer might comment on.

(based on Classroom Observation Tasks by Ruth Wajnryb, 1992)

Observation Focus	Examples
Language	Teacher's use of language, teacher's questions, learner's use of language, language accuracy
Learning	Whether the learning objectives are achieved
The lesson	Whether the way the lesson was structured reflected the lesson plan and why/why not, the opening and closing of the lesson, transitions between stages in the lesson
Teaching Techniques	The teacher's use of wait time, how the teacher deals with errors
Classroom Management	How the teacher gives instructions, how the teacher manages pair and group work, how the teacher spreads attention around the class, interaction patterns
Materials and Resources	The teacher's use of the board and tools, task types the teacher uses, the teacher's use of handouts, the teacher's use of ideas and experiences from the learners



STIRLING
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Pre-observation Discussions

It is very essential to have a pre-observation discussion between the observer and the teacher. This may be very difficult to schedule. Options here include observing a lesson at the start of the school day or after a break, in order to allow time for discussion. Another possibility is to talk the day before the lesson, either face-to-face, or by phone. Pre-observation discussions provide valuable information about the context and give an opportunity for the observer and the teacher to discuss the dynamics of the context that affect observation focus. Besides, the observee will also feel more comfortable during the lesson observed.

Pre-observation discussions should be in an informal and comfortable atmosphere, and the observer should support the observee by providing a chance to clarify lesson aims comfortably.

Pre-observation discussions covers three main areas:

The context for the lesson (about 5 minutes)	learner profiles, learner readiness, school/class profile, what learners studied before this lesson, what learners studied recently, classroom facilities
The aims of the lesson (about 2 minutes)	what learners are going to study next, what are the learning outcomes, how will the activities support the outcomes
The possible problems in the lessons (about 2 minutes)	what the anticipated problems are for the lesson, suggested solutions for these problems

Furthermore, the observer has a look at the lesson plan before the observation to get an overview of the track of the lesson.

Observation Feedback

Visiting the classrooms is an opportunity to learn and share experiences, collaborate, reflect, share best practices, and support each other in professional development. The observed teacher has an opportunity to get concrete feedback, and also the observer naturally reflects on her or his own practice and gets ideas from the observee.

Providing concrete and constructive feedback without delay is the integral part of effective teacher professional development. Although our school leaders sometimes do observations for the purpose of teacher performance assessment, observations in CPD are fundamentally based on development, training, and sometimes research.

Thus, observations in CPD are more formative than summative evaluations of assessment-based observations. So, exploratory language which guides the observee to find the right path and alternatives through self reflection is more preferred rather than judgemental language in feedback.

Purposes of observation feedback:

- **To acknowledge strengths**
- **To develop confidence**
- **To note areas for improvement**
- **To offer advice and possibly further support/training**
- **To explore and offer strategies and alternatives**
- **To encourage self reflection**

Post-observation Discussion

A post-observation discussion without delay is very important to achieve the aims of developmental observations.

The feedback should follow a specific framework, moving from facts through to finishing with what the observee feels and learned from teaching the lesson.

The discussion should be in a comfortable atmosphere in which the observee has the chance to express herself and explain her own lesson. The discussion allows the observee to reflect on her own lesson and followed by a summary of the feedback at the end.

The scope of the discussion follows these steps:

1. What happened in the lesson (i.e. the facts of the lesson)
2. Whether the aims were achieved
3. What the teacher might do differently another time
4. How the teacher might follow up on the lesson
5. What the teacher has learnt from the lesson

Written Feedback

Written feedback is another effective way to help the observee reflect on her or his own practice and get ideas from the observee.

Written observation feedback focuses on the following areas: planning, learning atmosphere, language and skills, classroom management, checking learning and giving feedback, overall comments, and action points.

Characteristics of effective written feedback:

- Feedback includes evidence/examples from the lesson which the observer and observee can use later in face-to-face discussion of the lesson.
- Feedback comments are mostly exploratory rather than judgemental.
- Feedback avoids insensitive or aggressive comments.
- Feedback provides questions and challenges for the observee to consider.
- Feedback comments are relevant to the observation criteria they refer to.
- Overall comments and action points reflect what the observer has written earlier in the form.

Written Observation Feedback Template

School:

Teacher:

Subject:

Observer:

Date of Observation:

Observation Focus	Comment
Planning The teacher produces a lesson plan which includes aims for the lesson and procedures and activities to achieve these aims.	
Learning atmosphere The teacher involves and supports learners.	
Language and skills The teacher uses techniques and strategies for language and skills development.	
Classroom management The teacher sets up, manages and monitors whole class, individual, and pair or group activities.	
Checking learning and giving feedback The teacher uses techniques for checking learning, giving feedback and for correction.	

Overall Comments:

Action Points:

Teacher Performance Tracking Framework

This is a developing framework to assist our teachers for their professional development. We adapted this framework to the Mercury Portal and keep a track of teachers performance. Our main goal is to develop this framework and make it a complete Teacher Performance Tracking to help teachers to continually improve their performance and teaching. Moreover, we will ultimately match the criteria to correspond with the Stirling Teachers Profile.

Teacher Performance Categories Yearly Framework

This table shows the number of activities that a teacher should complete and register on Mercury in an academic year. We will also work on a Reward Scheme for the outperforming teachers.

Teacher Description	Trainee Teacher	Pre-Junior	Junior	Pre-Senior	Senior
Number of Years in Teaching	1	3-2	5-4	10-6	-11...
Module Names	Required number of Activities for Each Module Per a Year				
Peer Observation	6	3	2	2	1
Lesson Observation	3	1	1	1	1
Video Summary	5	3	2	2	1
Story Book Summary	5	3	2	1	1
Voice- Recorded Presentations	1	1	1	1	1
Essay Writing	NA	NA	NA	1	1
Model Recorded Lesson	1	1	1	1	1
Online Certification Course	1	1	1	1	1
Reading Books on Teaching	Our teachers are supposed to read at least 2 books on teaching and education each year.				

1. Peer Observation

Peer observation is the observation of teachers by teachers usually on a reciprocal basis. Peer observation gives teachers an opportunity to learn from each other in a non-threatening environment. Where there is no judgmental outcome and an atmosphere of trust between the participants, it is to be hoped that teachers will share ideas and suggestions openly and constructively to their mutual professional benefit.

2. Classroom Observation

Your observer will look at the materials and methods you use from a different vantage point and will hopefully offer you new insight into your teaching and classroom. Consider the suggestions made as a part of teamwork not criticism. No one likes to be told wrong. However, we sometimes need a wakeup call to a mistake we are making. Your observer can encourage you to grow in the places you struggle in.

3. Video Summary

Videos like TED talks and other educational materials provide authentic and varied language where you can improve your language naturally while enjoying what you are doing. Summarizing what you watch will make you do the activity more meaningful and help you to improve your cognitive skills. Visual materials assist the learners' comprehension by enabling them to listen to language exchanges and see such visual supports as facial expressions and gestures simultaneously.

4. Book / Story Summary

Reading is an easy way to help improve your language skills and is important to develop fluency. It is also an integral part of learning new vocabulary. Summarizing improves your memory for what is read and helps you to grab new vocabulary. Taking little notes while reading will make you an active reader and facilitate your task of summarizing in the end.

5. Preparing a Presentation with Voice Recording

Preparing a presentation on an educational topic will enhance your research skills and allow you to learn new methodologies and strategies. Presenting your PowerPoint presentation with your own voice will surely help you improve your language skills particularly speaking and pronunciation. Choose the topic that you are interested in and maximize your learning.

6. Essay Writing

Essay writing will surely assist you to discover new knowledge and improve your writing skills. It will also help you to become a professional writer gradually where you will benefit from when taking a language test, applying for a master's degree and writing feedback as a teacher trainer. You can use different formats and choose a variety of topics that you feel comfortable with. After writing a good number of essays, you can create your own blog and publish them for other educators' benefit.

7. Model Video Lesson

We talked about peer observation and lesson observation. Recording your own video without you being in the video (using a capture program to record only your voice and students' voice with your smartboard screen) sounds more natural and will reflect your teaching with zero stress. Watch your own lesson and see your strengths and weaknesses yourself. Keep recording and improving your teaching and see how you are developing.

8. Online Courses

Online learning provides you with endless opportunities to improve your teaching, language and professional skills in a flexible way. You can benefit from the Cambridge Online Courses that Stirling Teachers Academy has provided you exclusively with a minimum pricing. Do not limit yourself with Cambridge and explore more online courses on the internet. Make a difference on your professional development.

9. Reading Books on Teaching

Professional reading is an integral part of teacher professional development. You can benefit from a rich collection of books on teacher professional development practices. You can learn more about approaches to teaching, classroom management, and lesson planning. Besides, you can sharpen your skills of teaching and benefit from experiences of experts and researchers on the subject. Making professional reading a habit is a great opportunity in teacher development.

Developing Teacher Language Competency

As mentioned in the introduction, we have three types of teachers in terms of their language competency. Thus, we need to address the needs of each group separately. There are issues that need immediate attention which are listed below. In addition, we added another section to address teachers' long-term language development.

Immediate Language Development

While we push teachers to get a certain score in TOEFL or IELTS, we neglect their everyday language. Most of our teachers need help in pronunciation, classroom language and speaking fluently. We could appoint a native speaker to address the first two points while including the last point in the annual CPD plan.

- Pronunciation Workshops
- Speaking Skills Development
- Classroom Language

Long-Term Language Development

Setting an achievable goal for the teachers is the key to developing English language. There is already an administrative decision on the requirement of language score. This is unchangeable. However, as educators we set the following criteria to encourage our colleagues to get prepared for the exams and gradually achieve what they are required. In fact, we expect the teachers to reach the administrative requirements in no more than two years.

Deciding on the right exam

The following plan should be implemented to get all the teachers moving towards improving their language. We should consider this schema and what our teachers in each category can really achieve in four years' time.



SUBJECT	Year 1 of Employment	Target Score	Year 2 of Employment	Target Score	Year 3 of Employment	Target Score	Year 4 of Employment	Target Score
KG teachers with early year education diploma(who graduated from a university with English as the medium of instruction)	IELTS General	5	IELTS General	A higher score 6	IELTS Academic	5	IELTS Academic	A higher score 5.5
KG teachers (diploma, high school graduates and other majors)(who graduated from a university with a medium of instruction other than English)	KET	A2	PET	B1	IELTS General	5	IELTS General	A higher score 5.5
Primary school teachers (who graduated from a university with English as the medium of instruction)	IELTS General	6	IELTS Academic	5.5	IELTS Academic	A higher score 6	IELTS Academic	A higher score 6.5
Primary school teachers (who graduated from a university with a medium of instruction other than English)	IELTS General	5	IELTS General	A higher score 5.5	IELTS Academic	5	IELTS Academic	A higher score 5.5
English Teachers	TOEFL IBT or IELTS ACADEMIC	IELTS 6 TOEFL 70	TOEFL IBT or IELTS ACADEMIC	A higher score 85/6.5	TOEFL IBT or IELTS ACADEMIC	A higher score 90/7	TOEFL IBT or IELTS ACADEMIC	A higher score 95/7.5
Subject Teachers (who graduated from a university with English as the medium of instruction)	IELTS Academic	5.5	IELTS Academic	A higher score 6	IELTS Academic	A higher score 6.5	IELTS Academic	A higher score 7
Subject Teachers (who graduated from a university with a medium of instruction other than English)	IELTS General	5.5	IELTS General	A higher score 6	IELTS Academic	5.5	IELTS Academic	A higher score 6

Note: Any teacher with five years of teaching using English as the teaching language is considered as a graduate with English as the medium of instruction.



Teacher ICT Skills Development

Stirling Schools Teacher Profile entails that Stirling Teachers are technologically capable. Information and Communication Technology (ICT) has a great potential to transform teaching and learning processes.

According to a recent study in OECD countries, students are more sophisticated in their use of technology than teachers; an inherent discrepancy between student knowledge and usage of ICTs with the abilities of teachers to use ICTs.

This suggests that teacher inexperience and skill deficiencies may often be a fundamental factor which prevents the effectiveness of ICT use in education. Thus, Stirling Schools Teacher ICT Skills Development is an integral part of teacher professional development programs.

Aims of Teacher ICT Skills Development

- making teachers a confident user of ICT
- enabling and supporting the move from traditional 'teacher-centric' teaching styles to more 'learner-centric' methods.
- making each one of the students active and fully engaged.
- improving teaching practices with the use of specific ICT tools, such as smart boards, web conferencing and webinars, among others, thus, creating a 'learner-centric' classroom.
- improving teachers' level of IT skills at their own pace enabling their updated knowledge to be used for school improvement.
- improving the teachers' ability to use innovative and student-centred learning approaches and develop appropriate assessment to move their learners forward in their use of ICT.
- developing lessons for diverse learners – learners with special needs to high achievers by improving their own confidence to offer IT support.



Figure 3. Teacher ICT Development Outcomes
(Trends Shaping Education 2018 Spotlight © OECD)

Stirling Schools Teacher ICT Skills Development entails teachers and administrative staff to gain following basic ICT skills that all educators should have. Stirling Schools school leaders and educational leadership encourage and closely monitor teachers' ICT development activities and attendance in training programs and records and reports them in teacher portfolios.

1. Word Processing Skills
2. Spreadsheet Skills
3. Database Management Skills
4. Electronic Presentation Skills
5. Internet Navigation Skills
6. Email Management Skills
7. Networking Skills
8. Touch Typing
9. Computer Network Knowledge Applicable to your School System
10. Online School Management Skills
11. Downloading Software From the Web (Knowledge including eBooks)
12. Installing Computer Software onto a Computer System
13. WebCT or Blackboard Teaching Skills
14. Video Conferencing skills
15. Scanner and Printer Knowledge
16. Educational Copyright Knowledge
17. Computer Security Knowledge

Leadership in Continuing Professional Development (LCPD)

Principals and deputy principals just like the teachers should receive training in their fields. A plan for the management team should be prepared. Below is a sample plan and important courses to cover. There are many more courses that can be included.

School Leaders Professional Practices

Practice/ Skills	Course/Training Information
After-school Learning	Planning and guiding activities and learning opportunities beyond the school day can make a difference for kids.
Alternative Scheduling	Alternatives to traditional schedules such as year-round schools, extended-day programs, block scheduling, and more.
Bullying Prevention	How parents, educators, students, and communities can work together to address the causes and effects of bullying and cyberbullying. Strong and efficient school leadership and guidance to prevent bullying.
Discipline	Maintaining positive discipline to provide a safe and productive school climate.
Community Partnership	Integrating with the community. How to engage caring individuals, organizations, and businesses to help schools with resources, mentors, internships, and more.
Curriculum Planning	Maintaining and facilitating curriculum development activities. How to develop dynamic, compelling, and standards-based course content and activities.
Environmental Education	How can educators, students, schools, and communities go green? Maintaining sustainability, conservation, and other earth-friendly practices and curricula.
Media Literacy	Gaining skills and abilities to identify different types of media and understand the messages they're sending. Using this knowledge to improve the school image through the media.
School Climate	Practices for creating a positive, welcoming, education-friendly climate in your school.
School Leadership	Gaining expertise on challenges, strategies, and triumphs of troubleshooting, guiding, and inspiring not just a classroom, but an entire academic community.
Teacher Collaboration	Maintaining collegiality among teaching staff. Draw on collective expertise and energy through collaborative teaching and planning, collegial support, and team development.
Teacher Educators	Collaborating with teacher educators and mentors to motivate teachers with ideas, knowledge, and passion.
Teacher Wellness	Exploring and maintaining self-care strategies to battle teacher burnout, and help them rediscover their potentials to bring excitement and creativity back into their classroom.
Goals Setting	The importance of setting and communicating goals. Motivating colleagues and tracking and recording progress, managing feedback, action planning.

School Development	Making, communicating, and maintaining school development plans.
Protocol Awareness	Awareness of managing protocol procedures and etiquette while dealing with local authorities.
Quality Assurance	Maintaining quality assurance strategies.
Time Management	Effective and efficient use of time and planning.
Educational Management	Practices of educational leadership.
Teacher Management	Supervising and monitoring teaching staff, faculty meetings, motivating teachers, maintaining and monitoring teacher professional development and teacher portfolios.
Managing Emotions	Maintaining professionalism, learning how to manage emotions in relationships with stakeholders.
Effective Communication	Practices and strategies for effective communication with stakeholders and community.
Managing Daily Operation	Supervising, monitoring, tracking, recording and reporting daily operations.
Establishing Hospitality	Creating and maintaining a welcoming school environment. Cultural awareness and etiquette in hosting and dealing with guests.
Fruitful Meeting	Procedures and practices of a fruitful meeting and meeting atmosphere.
Presentation Skills	Skills and practices for preparing and delivering effective presentations.
Working with Calendar	Leading planned activities, making and following effective calendars, calendar management.
Providing Effective Feedback	Providing and managing feedback to stakeholders. Maintaining internal audits for reasonable feedback for further action planning.
Inclusive Leadership Style	It is very significant in our case to learn and practice the qualities of this leadership style.
Understanding Financial Issues	Understanding the financial dynamics of an institution. Planning, managing, and reporting financial activities.
Crisis Management	Skills and practices to deal with a disruptive and unexpected event that threatens to harm the organization or its stakeholders.
ICT Integration	Gaining expertise on ICT skills for school leadership.
Online School Management System	Gaining expertise of online school management system, learning management system, and digital gradebook (MyMercury)

School Receptionists and Secretaries Professional Practices

Practice/ Skills	Course/Training Information
Communication Skills	Practices and strategies for effective communication with stakeholders and community.
Courtesy	Learning and practicing etiquette and courtesy while dealing with stakeholders and guests.
ICT Skills	Gaining ICT skills for communication, recording, reporting, and filing.
Conflict and Stress Management	Learning and practicing ways to cope with stress and conflict.
First Aid	Learning the basic skills and practices of first aid.
Professional Interaction	Maintaining professionalism and managing emotions in interactions with stakeholders and guests. Awareness of etiquette and protocol.
School Safety	Awareness of school safety policies, procedures, and practices.
Confidentiality	Awareness of school data protection and confidentiality procedures. Learning and maintaining the requirements and practices of confidentiality. Keeping personal information secure from third parties.
Maintaining Corporate Identity	Learning the dynamics and elements of corporate identity and public image. Awareness of school mission, vision, and philosophy, logo use, school statements and images.
Crisis Management	Skills and practices to deal with a disruptive and unexpected event that threatens to harm the organization or its stakeholders.
Educational Terminology in Translation	Awareness of educational terminology and its importance. Practices of using educational and pedagogical terminology in communication and translation.

Costing

Every aspect of the project that is likely to incur a cost needs to be included in the costing to reduce the likelihood of overspending against the project budget.

Decision makers need to know the entire cost of the initiative to be able to know whether or not to approve the project. The costing should be pre-determined and included in the budget.

Item	Quantity	Unit Cost	Total
Trainer fees			
Course resources/ Printing materials			
Tickets			
Accommodation and transportation			
Catering (meals and refreshment)			

Arranging Logistics Operational Issues

Areas	Points to consider
Venue and facilities	<ul style="list-style-type: none"> -Is the designated venue appropriate for the event? -Technological facilities: projectors, smartboards, IT facilities, internet connection, etc. -Air conditioning and other conveniences
Resources	<ul style="list-style-type: none"> -Training materials: books, handouts, etc.
Hosting	<ul style="list-style-type: none"> -Trainer accommodation -Transportation -Catering
Promotion and awarding	<ul style="list-style-type: none"> -Posters -Flyers -Banners and roll-ups -Internet promotions -Certificates -Plaques, shields, gifts
Timing	<ul style="list-style-type: none"> -length of training -clashing with other programs? -How long will the teachers be out of the classroom, and what impact will this have? -Is the time flexible?

Monitoring Student Teachers

Stirling Schools welcome student teachers 4-th grade students of faculty education- from universities for teaching practicum every year.

Stirling Schools proudly take the responsibility of contributing to community development by getting involved in the training of its future educators. While student teachers gain practical experience in our schools, our teaching staff also gain mentoring experience, have opportunities to share their experiences, and sharpen their instructional leadership skills.

The following is a guide for school administrators and mentor teachers in monitoring and supervising student teachers.

Induction and Candidate Orientation

- Student Teacher candidates come with an official letter from their universities. This official request from the university is kept in school archives.
- Candidates fill out and sign the information form which also includes the agreement and acknowledgement to comply with school rules and program regulations.
- Candidates are interviewed by school administrators (deputy principal- academics). Interviews cover the following points:
 - School's vision, mission and philosophy is introduced to the candidate.
 - Information and documentation regarding the school's education program, curriculum framework, and relevant course descriptions.
 - Information about the student profile and context is provided for the candidates.
 - Information and documentation regarding the school's rules, daily schedule, class schedule is provided.
 - School administrators or assigned staff give the candidate a quick tour of the school premises and introduce school facilities.

Mentors

- Upon the information provided by the candidate, and the school administrator's impression of the candidate during the interview (along with additional information provided by the university), the candidate is assigned to the appropriate mentor among the teachers.
- Schools inform the student teacher supervisors in the university about the mentor names and contact information.
- Mentors are selected considering the following standards:
 - Command in subject content knowledge
 - Good command in pedagogical knowledge and knowledge in teaching
 - Instructional leadership and communication skills to mentor and supervise student teachers
 - Enthusiasm and passion in teaching
- School administrator organizes an initial meeting with candidates and their mentors to introduce the candidates and program outline.

Mentoring

During mentoring, mentors guide student teachers both academically and socially. Mentors establish a collegial and informal supportive relationship with student teachers and help them gain confidence and skills for teaching.

- Mentors help the candidates to understand and analyze their needs in teaching professional development.
- Mentors guide and advise candidates for improving skills such as subject content knowledge and pedagogical knowledge.
- Mentors support candidates for the teaching practicum course requirements such as signing attendance and reports, helping to arrange interviews with teachers, students, and administration.
- Mentors maintain communication with supervisors in the university and provide information about the progress of the student teacher and program.

Observations

Student teachers are required to observe a certain number of lessons during the teaching practicum program. They observe their mentors and other teachers to gain experience in a real time classroom.

Observations include observing teachers planning a lesson, teaching, managing the class, conducting assessments, and communicating with the students. While student teachers generally observe their mentors, they are also recommended to observe other teachers in the same department and teachers from other departments to benefit from different styles of teaching and experiences. Mentors are supposed to guide student teachers and facilitate these observations by facilitating to contact with other teachers. Thus, a student teacher does not have to just wait when her mentor does not have a lesson at that time.

Student teachers are required to take notes and report their observations to their supervisors in the university. Mentors should not ask to see or modify the observation notes.

Mentors are recommended to provide lesson plans for the student teachers to guide their observations and help them gain a sound understanding of lesson planning.

Teaching Practices

Student teachers are required to teach a certain number of lessons during the teaching practicum program. Depending on the context and circumstances, this may range from 4 to 8 lessons during the program. This might be more for English departments if appropriate. Student teachers can also be assigned to teach certain parts of the lessons: they can do a warm-up activity at the beginning or they can manage an activity at the end of the lesson such as a handout activity. Mentors are supposed to facilitate arrangements of teaching practices, and help student teachers to plan and conduct lessons. This may include helping student teachers to consider the context dynamics such as learner profiles, learner readiness, school/class profile, what

learners studied before this lesson, what learners studied recently, classroom facilities, learning outcomes, and possible challenges. Mentors are supposed to observe student teachers while teaching and provide feedback within the feedback standards of Stirling Schools Mentoring Program detailed above. The feedback should follow a specific framework, moving from facts through to finishing with what the student teacher feels and learned from teaching the lesson. The feedback should be given in a comfortable atmosphere in which the student teacher has the chance to express herself and explain her own lesson. The discussion allows the student teacher to reflect on her own lesson and followed by a summary of the feedback at the end. Supervisors from the university will also observe student teachers. Mentors are highly recommended to observe student teachers with the supervisors to be able to discuss the lesson observed together. This would also be an important experience for the mentor.



**STIRLING
SCHOOLS**

Administrative

Assigned school administrator is supposed to supervise the mentoring and practicum activities. They raise awareness about the importance of mentoring student teachers by involving the program in faculty meetings agenda. The administrator must make sure that student teacher forms, letters, and reports are well archived.

Administration must also keep an attendance record to track student teacher performance. Student teachers report to school administrators and take permission if they need to leave the school earlier on assigned practicum days.

Should administration experience habitual misconduct and violation of the school rules by student teachers, supervisors in the university are informed.

Administration should facilitate the provision of conveniences for teachers for also student teachers such as lunch and refreshments. Student teachers receive a certificate/support letter from the administration for their practicum experience at the school detailing observation, teaching practice hours and other duties assigned at the school.

Leadership in Continuing Professional Development (LCPD)

Teacher Portfolio Form for Administrative Tracking Personal Information

Full Name			
Subject Department			
Experience Years			
Teacher Category	Trainee Teacher		Pre-Junior
English Proficiency Score	Junior	Pre-Senior	Senior
Post Graduate Degrees	Exam: -----		
	Exam Date: -----		
	Score: -----		
	Master's		Phd

Administrative Positions

#	Position	Roles and responsibilities in brief
1		
2		
3		

Committee Membership

#	Committee	Position/responsibilities in committee
1		
2		
3		

Giving/Supervising School Clubs

#	Club Name	Club Detail
1		
2		

Seminars and Workshops Participation (Certificates)

#	Workshop/ Seminar Title	Venue	Date	Provider
1				
2				
3				



Professional Development Courses

#	Course Title	Venue	Date	Provider
1				
2				
3				

Giving Seminars or Courses

#	Course / Seminar Topic	Venue	Date	Sessions
1				
2				
3				

Mentoring Duties

#	Mentorship	School	Academic Year
1			
2			
3			

Organizing and Supervising Activities and Events

#	Activity / Event	Position/Duty	Date	Organizing Body
1				
2				
3				

Science / Project Olympiad Supervision

#	Olympiad	Position/Duty	Date	Organizing Body
1				
2				
3				

Awards (Methodology Contest, etc)

#	Award	Date	Awarding Body
1			
2			
3			

Other Individual Initiatives (Youtube Channel, Blog, etc)

#	Initiative	Platform	Brief description
1			
2			
3			

Digital Archive for Teacher Portfolio

Besides administrative teacher portfolio form, Stirling teachers are encouraged to keep records of teacher portfolio contents on a digital platform.

Portfolio development is an important growth experience. Creating a professional portfolio involves considerable effort – good teaching, so you have something to showcase in the first place; careful planning; thorough record-keeping; thoughtful selections of items to include; and certainly a fair measure of creativity.

Stirling Schools in cooperation with the UK Teachers academy invites you to create your exclusive digital portfolio on its Google Drive. You will manage your folder and it will only be accessible by the Education Coordinator in the headquarter and the main headquarter of Stirling Education, Erbil.

We will be happy to review your portfolio on a semesterly basis and reward you with an official certificate (Certificate of Accomplishment) directly from UK Teachers Academy on your success at the end of each academic year. All the teachers from kindergarten to grade 12 are welcome to join our Teacher Digital Portfolio.

Remember, the main reason is to encourage, appreciate and reward your magnificent effort.

Digital Teacher Portfolio Contents

- My Cv
- My Certificates & Awards
- My Best Lesson Plan and Syllabus Examples
- My Classroom
- Classroom Design, Displays, Classroom Rules, Charts
- My Works
- Handouts, Worksheets, Presentations, Projects, Activities, Exceptional Assignments & Assessments
- My Best E-Learning Videos
- My Students
- Outstanding Works, Achievements, Projects, Their messages/notes/remarks

School Leader Portfolio

Personal Information

Full Name		
Subject Department		
Experience Years		
Position	Principal	Deputy P.-Academics
	Deputy P.-Guidance	Deputy Principal
English Proficiency Score	Exam: ----- Exam Date: ----- Score: -----	
Post Graduate Degrees	Master's	Phd

Administrative Experiences

#	Position	School / Institution
1		
2		
3		



Seminars and Workshops Participation (Certificates)

#	Workshop/ Seminar Title	Venue	Date	Provider
1				
2				
3				

Professional Development Courses

#	Course Title	Venue	Date	Provider
1				
2				
3				

Giving Seminars or Courses

#	Course / Seminar Topic	Venue	Date	Sessions
1				
2				
3				

Organizing and Supervising Activities and Events

#	Activity / Event	Position/Duty	Date	Organizing Body
1				
2				
3				

Science / Project Olympiad Supervision

#	Olympiad	Position/ Duty	Date	Organizing Body
1				
2				
3				

Awards (Methodology Contest, etc)

#	Award	Date	Awarding Body
1			
2			
3			

Other Individual Initiatives (Youtube Channel, Blog, etc)

#	Initiative	Platform	Brief description
1			
2			
3			



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The purpose of this handbook is to guide Stirling Schools to plan, implement, and monitor effective Continuing Professional Development (CPD) strategies for its teachers. In order to have an effective CPD for teachers, first, we need to understand the teachers' background in short.



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