



CYPRUS AYDIN UNIVERSITY

ENGLISH PREPARATORY SCHOOL POLICY ON STAFF TRAINING AND DEVELOPMENT

1. Purpose

The purpose of this policy is to establish a structured framework for the professional development of teaching staff at the English Prep School. This policy aims to enhance teaching quality, ensure consistent standards across all courses, support teachers in adapting to evolving student needs, and foster a culture of continuous improvement. Professional development initiatives are designed to empower teachers to deliver effective instruction, integrate innovative teaching methodologies, and contribute to the broader goals of the institution.

2. Scope

This policy applies to all teaching staff of the English Prep School, including full-time, part-time, and newly appointed teachers. It encompasses:

- Induction programmes for new staff.
- Continuous professional development (CPD) activities.
- Observation-based development, including peer and CPD observations.
- Mentoring and coaching programmes.
- Collaborative workshops and external partnerships.
- Training in emerging pedagogical tools and educational technologies.

3. Policy Statement

The English Prep School is committed to:

Structured Induction Programmes: Conducted at the beginning of each term, these sessions familiarize teachers with institutional policies, curricula, syllabuses, teaching resources, and classroom management standards. Induction ensures all staff start the term aligned with the school's objectives and teaching philosophy.

Developmental Trainings and Workshops: Teachers engage in targeted professional development throughout the term, informed by peer observations, feedback, and identified needs. Examples include:

- **Time Management Training:** Supports teachers in optimizing lesson planning, prioritizing tasks, and managing workload efficiently.
- **Material Development Workshop:** Focuses on creating high-quality, curriculum-aligned instructional materials based on observation feedback.
- **Specialized Webinars:** Teachers participate in webinars on emerging educational topics, such as "Writing with AI", to stay current with global teaching practices.
- **Mentoring Programme:** Experienced teachers guide less experienced colleagues, offering practical advice, feedback, and support. This fosters professional growth, encourages reflective practice, and ensures standardization of teaching methods.

- **Observation and Feedback:** Peer and CPD observations are conducted to monitor classroom practices, provide constructive feedback, and promote continuous improvement. Observation outcomes inform future training programmes and individual development plans.

Assessment and Evaluation Consistency: All teaching assessments and student evaluations are conducted using rubrics designed by the Testing and Evaluation Unit. This ensures objectivity, fairness, and alignment with institutional standards.

Collaboration and Community Engagement: The Prep School encourages collaborative initiatives, including joint workshops with other educational organizations, shared best-practice sessions, and community-based projects. These activities provide teachers with opportunities to exchange expertise, develop new skills, and contribute to broader educational initiatives.

Sustainability and Long-Term Planning: The school emphasizes long-term professional development through career progression pathways, strategic allocation of resources for training, and ongoing monitoring of professional growth. This approach ensures that staff development is sustainable, relevant, and aligned with both individual career goals and institutional objectives.

4. Principles

Professional development must be relevant, evidence-based, and aligned with the school's educational standards.

Participation in training, mentoring, and collaborative initiatives is encouraged and supported to ensure continuous growth.

Training effectiveness is evaluated through observations, teacher feedback, and assessment results.

Professional development initiatives foster collaboration, innovation, reflective teaching, and sustainable career progression.

The school promotes equity in access to training, ensuring all teachers have opportunities to participate regardless of experience level or teaching role.

5. Implementation

The Head of the English Prep School, in collaboration with senior teaching staff, oversees the planning, coordination, and evaluation of all training and developmental programmes.

Teachers are expected to actively engage in induction sessions, workshops, CPD activities, mentoring programmes, and observation cycles.

Feedback from observations, workshops, and training evaluations is documented and used to inform future professional development planning.

Collaboration initiatives with external organizations and internal departments are coordinated to maximize skill-sharing, innovation, and community impact.

Training records, participation data, and evaluation outcomes are maintained to ensure accountability and monitor progress toward professional development goals.

6. Review

This policy will be reviewed annually to ensure that it remains aligned with institutional goals, curriculum developments, evolving teaching methodologies, and best practices in professional development. Regular review ensures that the policy continues to promote sustainable professional growth, high teaching standards, and the effective integration of new teaching practices and technologies.