



Garodia International Centre for Learning Mumbai

 Professional Development Policy

Version	I
Status	CURRENT
Date	Reviewed March 2018
Next review date	
Summary	Policy drawn up by Head of School and SLT. Reviewed, edited and approved by Senior Leadership Team annually.



Rationale

Learning is the fundamental purpose of our school. GICLM sees the Professional Development (PD) policy as helping to create an embedded culture of learning and develop a 'professional learning community' (PLC) of practice and reflection that drives the school forward in its creation of a high-quality institution. We believe that teachers must be continuous learners, improve their skills and knowledge and apply their professional methodology in order for students to gain their rights as learners. It is the School's duty to foster the environment to ensure that all teachers share their expertise and collaboratively develop new capacities.

This policy makes explicit the school's commitment to the development of good practice and sound procedures and will be shared with the community and posted on the school website. The policy explicitly supports the school IB Learner Profile¹ and Cambridge Learner Attributes² and other GICLM policies through its practice and understandings.

Professional Development can be defined as:

'activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher'³

Principles

- The PD process is conducted within a relationship of trust, honesty and confidentiality
- The PD is a process of personal and professional growth demonstrating self-reflection, collaboration, negotiation and support
- The PD process adds to the development of the School as a learning focused institution for the benefit of all its community members
- PD is a collaborative and ethical process. All teachers are responsible to share, disseminate and develop with both colleagues and the school all learning that they undergo as a result of PD. This may be in written form, teaching, sharing at a forum etc.
- PD recognises that all teachers are entitled to regular PD connected to their current position by providing opportunities to update individuals' knowledge of a subject in light of recent advances and apply any curricular changes required

¹ Appendix 1 p16

² Appendix 2 p 17

³ OECD p49

Purpose of PD:

- To recognise all teachers are entitled to regular PD connected to their current position by providing opportunities to update individuals' knowledge of a subject in light of recent advances and apply any curricular changes required
- To respect, activate and engage teachers as professionals and help develop their future potentials and personal pathways
- To affirm areas of strength and achievement
- To determine staff professional and personal needs
- To update individuals' skills, attitudes and approaches in the light of new learning and teaching techniques, new circumstances and educational research and allow time for them to be integrated into practice
- To enable staff to reflect on their teaching and leadership roles
- To provide a basis for improving the quality of instruction through self-evaluation and professional discussion
- To help members of staff identify support they may need or desire
- To motivate staff through a sustained level of evidence based professional discussion and collaboration about their role within and across subjects and at whole school levels
- To ensure that PD priorities identified match those needs identified through the School Development Plan and process

This policy applies to all community members at GICLM. It also aligns GICLM to external bodies with whom we have a close operational relationship such as the International Baccalaureate Organization and UCLES.

Leverage Leadership

GICLM operates a system of observation and mentorship through the **Leverage Leadership** system whereby all staff are connected with senior leaders on a regular basis to improve the quality of learning and teaching. This is seen as a vital aspect of PD.

Every academic year senior staff are allocated teachers in their team. They will conduct coaching sessions with them every 2 weeks following observation initially at agreed times and then on a drop-in basis. The coaching will focus on individual needs.

Regular staff training sessions will supplement and enhance the identified whole school learning targets and understandings for all staff.

PD Opportunities

At the heart of this policy is an aim to develop a PLC whereby teachers engage in PD as a normal activity and regular activity in their professional lives that is fashioned by personal aims and dialogue with other professionals.

PD can be both formal and informal and be seen in a variety of activities:

- Courses/workshops run by internal or external providers
- Interaction with consultants
- Online, distance education courses
- Internal staff training sessions run by leaders or teachers
- Education conferences or seminars
- Qualification programmes (eg Masters degree)
- Observation visits to other schools

- Participation in a Network of teachers that specifically seeks to improve the PD of teachers
- Examination marking
- Deliver of PD at conferences eg SAIBSA
- Individual or collaborative action research eg of personal interest, focus or study groups as determined within the school/faculty
- Mentoring and/or peer observation and coaching
- On-going formal and informal review
- Identification of 'Lead' or 'Expert' teachers to act as sounding boards for support and advice
- Sharing of 'good practice' and providing reflective opportunities for development

Process

The process has two elements. Performance and feedback from both operations creates the evidence for school appraisal of staff.

1. Ongoing PD through Leverage Leadership (LL) and Whole School staff training

A record of observations and mentoring comments will be maintained. These will offer evidence towards any formal reviews.

2. Annual Review meetings with Head of School or Head of Section.

These meetings will take place in term 3 and will be influenced by evidence from Leverage Leadership findings.

- a. Preparation for Review Meeting

The reviewer (likely to be LL mentor and/or Head of Section/ School) will distribute Self-Review documents to teachers/leaders where a 'core skills assessment'⁴ is completed and 'personal targets'⁵ identified in advance of the meeting

⁴ See Appendix 3

⁵ See Appendix 4

b. Review Meeting

The completed reviews will form the basis of discussion. Agreed targets will be entered on 'targets sheet'⁶ alongside training requests.

After this meeting the Monitoring process will continue during Leverage Leadership mentor meetings.

⁶ See Appendix 5

Appendix One: IB Learner Profile⁷

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry & research & show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues which have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad & balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize & approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently & creatively in more than one language and in a variety of modes of communication. They work effectively & willingly in collaboration with others.
Principled	They act with integrity & honesty, with strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories and are open to the perspectives, values and traditions of

⁷ IB Learner Profile Booklet, International Baccalaureate Organisation (Geneve IBO) March 2006

other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Appendix Two: Cambridge Learner Attributes⁸

Confident
Responsible
Reflective
Innovative

⁸ Developing the Cambridge Learner Attributes (November 2017) UCLES p3

Engaged

Appendix Three: Core Skills assessment



DIMENSION I: Planning and Preparing for students' learning

Skills:	Outstanding 5.	Very good 4.	Satisfactory 3.	Needs Improvement 2.	Unsatisfactory 1.
IA. Demonstrates a thorough understanding of the curriculum	Teacher's planning demonstrates extensive knowledge of the key stage curriculum but also the stages above and below so that the teaching programs are flexible, matching student needs.	Teacher's planning show a good knowledge of the key stage curriculum and modifies programs to match student needs.	Planning is limited to the key stage with a limited range of flexibility demonstrated.	Planning reflects appropriate year of study only.	Planning is inadequate.
IB. Has extensive knowledge of the content to be covered	Teacher's planning shows extensive knowledge of content to be covered; suitable teaching strategies	Teacher's planning shows they have a detailed grasp of content to be taught	Planning is adequate in regard to content coverage. A limited range of teaching strategies	Planning is adequate.	Planning is inadequate.

	used and desired learning outcomes.	and an overview of learning activities to be developed.	planned in unit of work.		
IC. Understands the needs of the students ❖ Knowledge of students' prior learning and background. ❖ Knowledge of students' varied approaches the learning	Continually updating knowledge and provides leadership to others. Planning takes full account of diversity of students' backgrounds, EAL/SEN/cultural needs and learning styles. Takes lead role in sharing this expertise with others.	Very good understanding of needs of the learner reflected in planning, including use of performance data.	Some knowledge of learners reflected in planning for differentiated needs.	Planning has insufficient regard for cultural register of students, EAL/SEN needs or prior attainment.	No planning evident for different needs of group.
ID. Plans appropriately with clear outcomes	Clear and appropriate learning outcomes set which show progression through scheme of work. Assessment strategies appropriate to students, including planning for assessment for learning.	Coherent planning, by design from objectives. Assessment strategies show good match to learning outcomes and planning caters for different styles of learning.	Learning outcomes are clearly identified in planning and attempt to match the needs of the students.	Teachers' planning fails to identify the expected outcomes for learners and does not plan to cater for individual needs.	Little evidence of planning for the needs of learners in the class.

DIMENSION 1: Planning and Preparing for students' learning (contd)

Skills:	Outstanding 5.	Very good 4.	Satisfactory 3.	Needs Improvement 2.	Unsatisfactory 1.
IE. Matches activities to the needs of students	Activities have been adapted for individual students' needs; ICT and other resources are used to enrich learning and are fit for purpose. Teacher acts as lead teacher to help others.	Learning activities are stimulating and challenging for all abilities. ICT is well used and its use enhances students' progress. Group work is well managed and promotes collaboration.	Learning activities relate to teaching goals. Resources, including ICT, are used selectively and appropriately for meeting students' needs. Group work is adequately managed.	Learning activities do not meet needs of students accurately. Activities fail to engage learners, restricting progress. Resources used but not well.	Learning activities lead to disengagement and underachievement of individuals and/or groups.
IF. Assesses accurately and with variation <ul style="list-style-type: none"> ❖ Alignment to expected outcomes ❖ Assessment for learning ❖ Student self/peer assessment 	Assessment of students' performance is accurate and progress is monitored carefully. Innovative assessment methods are used which fit the purpose of the learning objectives. Assessment is formative as well as summative and students are involved in their own assessment.	Assessment of students is accurate and uses a range of strategies. Assessment is used to inform planning. Students are involved in their own assessment on occasion.	Assessment is accurate and sometimes varied. Students' progress is tracked and assessment is used to inform planning. Students are involved in their own assessment on occasions.	Assessment fails to diagnose learning needs accurately. Assessment informs planning insufficiently and there is insufficient variation in methods.	Assessment is inaccurate. Students' work is marked badly or not marked. Pupils' progress is not tracked and students are uninvolved in the assessment process.

DIMENSION 2: Creating an Effective Learning Environment

Skills:	Outstanding 5.	Very good 4.	Satisfactory 3.	Needs Improvement 2.	Unsatisfactory 1.
2A. Creates an environment which is warm, respectful and challenging.	Classroom interactions contribute significantly to raising standards and accelerating students' progress. Interactions are highly respectful, warm and challenging. Students are nurtured to develop good interpersonal and leadership skills.	Classroom interactions promote learning and students' responsibility and decision making. They are positive and free from conflict.	Classroom interactions are appropriate and are appropriate to students' cultural, linguistic and cognitive needs.	Classroom interactions are characterised by occasional insensitivity or an absence of responsiveness to students' cultural linguistic or learning needs.	Classroom interactions are negative, may create conflict and /or are unsuitable for a learning environment.
2B. Creates a culture of high expectation and challenge for all.	There are high expectations and a commitment to the support and challenge of all students. Students' achievements are celebrated and their efforts rewarded.	There are high expectations for most students; achievements are recognised and students take pride in their work.	Teachers' attempts to create a suitable culture for learning are successful. Students show pride in their work and expectations are appropriate.	Teacher and student commitment to learning is low, as are expectations and students' levels of pride in their work.	The classroom culture is negative. Learning is not promoted and the atmosphere works against effective learning.
2C. Students are fully engaged in their work.	Routines are well planned and transitions are seamless. Learning time is used fully, resources match learning outcomes and activities well.	Learning is well organised and groupings are determined by learning needs. Time is well used. The match of resources to learning needs is good.	Student groupings are planned and are determined by learning needs. Time is used adequately and resources used are integrated into the planning classroom.	Grouping of students do not facilitate learning effectively. Resources are not well matched to learning goals and time is not used efficiently.	Grouping of students are ineffective. Learning time is wasted.
2D. Monitors behaviour: ❖ Expectations ❖ Engagement ❖ Responding to off-	Students' behaviour is exemplary and students are fully engaged by the nature of the learning activities,	Students are engaged by their learning and behave well. Teacher monitors behaviour and	Teacher manages and monitors the students' behaviour well. .	Codes of behaviour are not working effectively. There is significant amount of off-task	Codes of behaviour have not been developed. There is no effective monitoring of students'

task behaviour	preventing off-task behaviour. If this occurs it is managed with alacrity.	pre-empts most off-task incidents.		behaviour and monitoring of behaviour is not addressing this.	behaviour. Teachers' responses to students' behaviour are repressive and excessively authoritarian.
2E. Managing Physical Space ❖ Ensuring a safe learning environment	Space is used to the maximum benefit of learners	Space is well organised and managed for learning such that, it is equally accessible to all students.	Physical space is well organised.		

DIMENSION 3: Teaching and Learning

Skills:	Outstanding 5.	Very good 4.	Satisfactory 3.	Needs Improvement 2.	Unsatisfactory 1.
3A. Communicate clearly ❖ Effective communication ❖ Quality of questioning ❖ Discussion techniques	Oral and written communications are clear. Questioning is varied, progressive, differentiated and related to learning outcomes. Activities promote discussion.	Students receive clear communication and instructions. Questioning is considered, well differentiated and targeted. Promotes discussion.	Communications are free from errors and appropriate for the cultural and linguistic needs of students. Questioning is effective. Discussion techniques used.	Oral/written communications contain errors. Questioning is poor and fails to engage all students. Discussions do not promote active participation.	Low level, inappropriate questions fail to engage students. Limited student participation. Teacher dominates all questions/answers.
3B. Engage students in Learning ❖ Presentation of content ❖ Learning activities ❖ Homework ❖ Teaching materials and technologies ❖ Structure and pacing of lessons	Students are intellectually engaged throughout and enjoy their learning. Materials are used appropriately, including ICT & facilitate enquiry based and collaborative activity. Homework is well-linked to class work.	Most students are intellectually engaged and challenged throughout. Learning activities relate closely to expected outcomes. Material is well presented. Enquiry is promoted as is collaborative learning.	Activities and the presentation of content matches to need. Collaborative learning is promoted and addresses the needs of most learners. Enquiry-based learning is not fully effective or understood.	Content presented poorly. Does not facilitate students' learning. Materials used are not well targeted. Enquiry-based learning is ineffective. Homework makes little contribution to learning.	No planning for enquiry-based or collaborative learning. Students are not engage by activities or resources. Homework not set or disconnected from learning outcomes.

<ul style="list-style-type: none"> ❖ Promoting enquire-based learning ❖ Facilitating collaborative learning 					
<p>3C. Provide feedback to students</p> <ul style="list-style-type: none"> ❖ Quality of feedback ❖ Timelines of feedback 	<p>Feedback is diagnostic and helps students set challenging targets. It is timely, including suitable individual interventions.</p>	<p>Feedback is good quality and is consistent. Students understand the message and are helped to set targets.</p>	<p>Written and/or oral feedback is appropriate and targeted at need.</p>	<p>Feedback, written or oral is inappropriate. It is not targeted at students' learning needs and/or is infrequent.</p>	<p>Little helpful feedback is offered. It is of poor quality.</p>

DIMENSION 3: Teaching and Learning (contd)

Skills:	Outstanding 5.	Very good 4.	Satisfactory 3.	Needs Improvement 2.	Unsatisfactory 1.
<p>3D. Matching activities to students' needs</p> <ul style="list-style-type: none"> ❖ Demonstrating flexibility and responsiveness ❖ Catering for special educational needs ❖ Providing for gifted and talented students ❖ Adjustment for students with English as an Additional Language (EAL) needs 	<p>Planning and teaching caters for diversity of needs. Students' needs are well known to the teacher and learning is customised accordingly. Teaching is flexible, adjusting to changing needs and circumstances.</p>	<p>Teaching is flexible in adjusting teaching according to changed circumstances. Provision is made for the individual needs of the students and this is managed well. Levels of challenge are high.</p>	<p>Individual needs are planned for and teaching shows some flexibility. Some evidence of challenge for gifted learners.</p>	<p>Teaching caters insufficiently for individual needs. Language and learning needs are not differentiated sufficiently challenging for some groups of students.</p>	<p>Lesson is flexible and unresponsive to students' needs. There is little or no differentiated activity.</p>

DIMENSION 4: Professional Values and Behaviours

Skills:	Outstanding 5.	Very good 4.	Satisfactory 3.	Needs Improvement 2.	Unsatisfactory 1.
<p>4A. Reflecting on Teaching</p> <ul style="list-style-type: none"> ❖ Accuracy of self evaluation ❖ Use in future teaching 	Teacher draws on evidence from varied sources to diagnose strengths / weaknesses of teaching, and can predict probable successes of different approaches.	Self evaluation is evidence-based and accurate, helping the teacher to reflect and to propose alternative strategies.	Teacher has an accurate view of the lesson and can propose alternative strategies.	Teacher has little idea of the lesson's effectiveness, and has little idea of how it may be improved.	Teacher does not know if a lesson was effective or profoundly misjudges the lesson.
<p>4B. Maintaining Accurate Student Records</p> <ul style="list-style-type: none"> ❖ Students' completion of assignments ❖ Monitoring progress in learning pastoral/tutorial records 	Baseline data on SIS and teacher assessment are used diagnostically. Students have access to their records, as appropriate and feel they are active participants in the process of producing them.	Student records are accurate, up to date, and draw on a range of suitable data. Records are well used to monitor progress and for early intervention.	Student records are complete and up to date. Records are used to monitor progress.	Record keeping is rudimentary and is not providing sufficient evidence for monitoring progress or intervening to support learning.	Records are not kept, or are out of date.
<p>4C. Communicate with parents and students</p>	Proactive in communicating via appropriate media with parents and other stakeholders.	Responsive to parents and students, delegates appropriately and is solution-focused.	Retains a regular communication line with stakeholders.	Insufficient communication to ensure that families are aware of students' progress.	No attempt made to communicate or communicates inappropriate information.
<p>4D. Contribute to school life</p> <ul style="list-style-type: none"> ❖ Pastoral care ❖ Advocacy ❖ Extra-curricular contributions ❖ CAS 	Makes an outstanding contribution to students, great involvement and commitment to their welfare and breadth of education.	Recognises students' needs and issues; promotes students' voice. Significant contribution to extra curricular programme.	Carries out pastoral responsibilities. Makes a contribution to extra curricular activities.	Insufficient commitment to the wider life of the school and the welfare of the students.	Teacher reluctant in pastoral care and extra-curricular activity. Does not model or support students in their timing of good values outside the classroom.

<p>4E. Share good practice within the school</p>	<p>Significant contributor, through networks, to the learning of other teachers in the school.</p>	<p>High level of involvement in innovation networks.</p>	<p>Some involvement in networks. PD limited to immediate team.</p>	<p>Unwilling and inactive in learning networks across school.</p>	<p>Undermines PD activity through the school. Negative when participating.</p>
<p>4F. Engaging in professional development</p> <ul style="list-style-type: none"> ❖ Active professional development ❖ Service to the profession 	<p>A learner who challenges themselves through professional development and searches for personal growth. Contributes willingly to others.</p>	<p>Links PD priorities to institutional ones, eager to gain PD from beyond system of origin. Sees strong link with performance management.</p>	<p>Participates in professional development, links priorities to performance management targets.</p>	<p>Little evidence of interest in professional growth or service to teaching profession.</p>	<p>Undermines the beliefs of others in their desires for professional growth.</p>

DIMENSION 4: Professional Values and Behaviours (contd)

Skills:	Outstanding 5.	Very good 4.	Satisfactory 3.	Needs Improvement 2.	Unsatisfactory 1.
<p>4G. Supporting the mission and ethos of GICLM</p> <ul style="list-style-type: none"> ❖ Promoting GICLM policies and procedures ❖ Demonstrating commitment to GICLM values through behaviour 	<p>Demonstrates commitment to strategic development of GICLM, going well beyond school needs. Optimistic, giving, collaborative, culturally sensitive to others.</p>	<p>Demonstrates ability to share practice and ideas beyond own school. Collaborative, demonstrates optimism in foundation-wide work.</p>	<p>Works within GICLM to promote GICLM policies. Makes contribution to the aims and mission of the school.</p>	<p>Unable to demonstrate any commitment to the policies of GICLM with little evidence of adherence to its values.</p>	<p>Self interest and self motivation dominate. Negative influence on GICLM activity.</p>

Reviewee: give yourself a rating using a ✓ for each dimension on a scale of 1-5 (1 being the lowest and 5 the highest) and then an overall rating for each section in the shaded area.
Reviewer and Reviewer will discuss the self-assessment at the Joint Meeting

	Dimension	1	2	3	4	5
1.	Planning and Preparing for students' learning					
A.	I have a thorough understanding of the curriculum					
B.	I have an extensive knowledge of the content to be covered					
C.	I understand the needs of my students					
D.	My planning identifies appropriate and clear learning outcomes					
E.	My activities are matched to the students' needs					
F.	My assessment of learning is accurate and varied in nature					
2.	Creating an effective learning environment					
A.	I create a class environment which is respectful, warm and challenging					
B.	I have created a culture in my class of high expectations and challenge for all					
C.	My students are fully engaged in their work					
D.	I monitor behaviour and pre-empt off task incidents					
E.	My classroom is well organised and accessible to all students					
3.	Teaching and Learning					
A.	I give clear oral and written instructions					
B.	I engage students in their learning					
C.	I provide feedback to students which is constructive and helps them set targets					
D.	My activities are matched sensitively to the students' needs					
4.	Professional values and behaviours					
A.	I reflect on my teaching and consider my strengths and weaknesses					
B.	I maintain accurate student records					
C.	I communicate my students' progress with them individually and their parents					
D.	I involve myself in the extra-curricular life of the school					
E.	I share good practice and ideas collaboratively within our school					
F.	I engage in professional development activities that put me as the learner					
G.	I support fully the aims and mission of GICLM					

PD Stage 1: Personal Review/ Mid Probation Review

Name of Reviewee:

Name of Reviewer:

Date of Review:

In preparing for your Review meeting with your Reviewer, please complete this personal review. The practice of self review can clarify the area in which specific help is needed and provide a clearer picture of which colleagues might provide the best assistance. The process allows you to analyse your teaching whilst, at the same time, forming a basis for shared discussion.

<p>1. Which areas of your teaching role give you the most satisfaction at present and why?</p>	<p>2. Which areas of your teaching role do you see as important but you are not happy with at present and why?</p>
<p>3. Is there an aspect of your professional work that you would like to develop? What support would you need to achieve this?</p>	<p>4. Are there areas in which you are <i>not</i> presently involved but would like to be and why?</p>
<p>5 In what areas have you contributed to the life of the school? Are there any areas where you feel you would like to be involved in the future?</p>	<p>6. How could the school assist you in your professional development?</p>

Leadership Review

Reviewee: give yourself a rating using a ✓ for each dimension on a scale of 1-5 (1 being the lowest and 5 the highest) and then an overall rating for each section in the shaded area.
 Reviewer and Reviewee will discuss the self-assessment at the Joint Meeting

	Dimension	1	2	3	4	5
I.	Building Vision and Setting Direction					
G.	I identify and articulate a vision clearly					
H.	I am open minded and ready to work with, and learn from, others					
I.	I try to see the “whole picture” as well as the individual elements					
J.	I am optimistic, positive and improvement-oriented					
K.	I am flexible in my thinking within a system of core values					
2.	Managing the Teaching and Learning Program					
F.	I try to build collaborative cultures and processes					
G.	I generate and sustain discussion about teaching and learning					
H.	I identify the strengths and development needs of teachers and determine priorities for the school					
I.	I create school structures, systems and processes that support learning and sustain school improvement					
J.	I monitor the progress of students through tracking and formative assessment					
3.	Understanding my staff					
E.	I am open minded and ready to learn from others					
F.	I am visible and approachable to all staff					
G.	I promote learning-centred leadership by giving others a chance to “lead”					
H.	I act and feed back on concerns that are raised					
I.	I am empathetic and sensitive towards others					
4.	Developing partnerships					
H.	I foster an acceptance of group goals and communicate these effectively					
I.	I create and sustain productive relationships with parents, the community and the wider environment					
J.	I recognise and value the work of others					
K.	I offer support and comradeship to other members of the leadership team					
L.	I provide opportunities for staff to learn with and from others performing the same role					
5.	Managing Resources					
A.	I create productive working conditions for staff and students alike					

B.	I foster organisational stability					
C.	I monitor school activity and performance					

Bibliography

OECD (2009) Creating effective Teaching and Learning Environments Chapter 3 OECD publications
IB Learner Profile Booklet, International Baccalaureate Organisation (Geneve IBO) March 2006
Developing the Cambridge Learner Attributes (November 2017) UCLES