

TEACHER DEVELOPMENT PROCESS



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Introduction

Why Teacher Development is required ?

52% of Core Skills
of employees will change by 2030. This is
an era of continuous Learning...

World Economic Forum, 2022

- The world is changing faster than ever
- The education world is evolving and we need to be ready
 - to become lifelong learner and student
 - to coach and develop our teachers
- At SMRJ, we want everyone to reach their full potential



Significance of Teacher Development Process

Empowering our teachers with a simple **Teacher Development Process**



- Focus is on Observation based Development
- Competency + Intent constitute Performance
- Supervisors have better visibility of Performance & Development of teachers
- On Line driven process

Foundation of Teacher Development Programme



Evidence-based objective parameter



Based on displayed competency



Focus on continuous Feedback



Encourages Professional Development



Recognition for Additional responsibilities & Initiatives



Better Reward for higher performer

Types

Three types of format for
Teachers:

Type 1

PG/KG

Type 2

**Senior
Teacher**

Type 3

**Specialist
Teacher**

Content of Form

Section A

Competency and Behaviour Indicator

Teachers of Grades 1 to 12

- I set high expectations, which inspire, motivate and challenge students
- I consistently demonstrate the positive attitudes, values and behaviour which are expected of Students
- I demonstrate good subject and curriculum knowledge
- I am updated about latest development and trends in the field of Education and I bring this learning to my students
- I manage behaviour effectively to ensure a good and safe learning environment required for emotional wellbeing
- I fulfil wider professional responsibilities as per the requirement of the school.
- I exhibit high ethics and serve as a role model for all.

For Specialist Teacher

- I set high expectations, that inspire, motivate, and challenge students
- I consistently demonstrate the positive attitudes, values and behavior that are expected of Students
- *I promote Creative Arts, Performing Arts, Games, and Sports*
- I adapt my classes to respond to the strengths and needs of all students.
- I manage behavior effectively to ensure a good and safe learning environment
- I fulfill wider professional responsibilities as per the requirement of the School
- I exhibit high ethics and serve as a role model for all



Section B

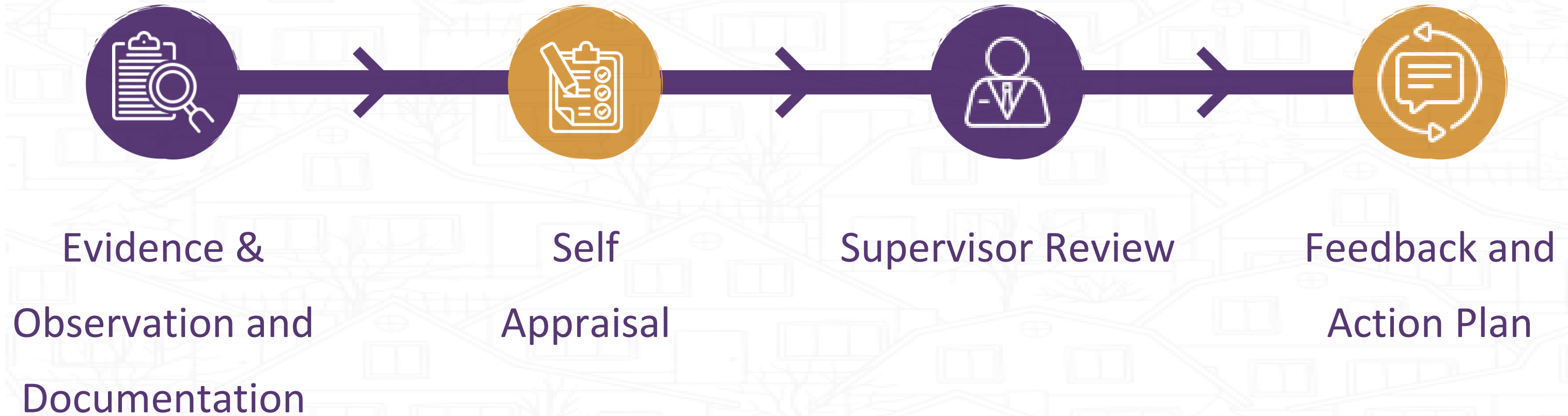
- Performance and Development
- Participation in Professional Development
- Teaching Workload and Administrative Activities
- Additional Initiatives

Section C

- Reflection and Growth Opportunities



Process



Rating Point

Qualitative	Outstanding (OS)	Exceeds Expectations (EE)	Meet Expectations (ME)	Fairly Meet Expectations (FME)	Below Expectations (BE)
Quantitative	9.0-10.0	8.0-8.9	7.0-7.9	6.0-6.9	BELOW 6.0
Description	Exemplary performance in all areas of the job	Surpasses the standards and established performance expectations in important areas of the job	Good Performance. Consistently meets standards and established performance expectations in important areas of the job	Performance is fairly met by the employee and certain areas needs improvement	Performance falls below expectations in many areas of the job. Substantial improvement is critical