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An exceptional education that draws out the unique potential of each student

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Halcyon Professional Learning Programme

Part 1: Vision and Purpose

The **purpose** of the Halcyon Professional Learning Programme (PLP) is to improve student learning outcomes through a consistent focus on the development of professional practice

As a professional learning community (R. Dufour, 2004) Halcyon is committed to a collaborative focus on student learning, and will seek to judge its effectiveness on the basis of results. These expectations and values are expressed in the school's Mission.

Halcyon Mission

Education: from educe meaning "to draw out". To provide an exceptional education that draws out the unique potential of each student.

INNOVATION COLLABORATION COMMUNITY

Part 2: Approaches to Learning

The Professional Learning Programme will model IB student learning, in that it aims to

- be sustainable, building life-long learning
- give the learner ownership
- support inquiry and reflective practice
- be built on a collaborative, coaching model
- use measurable indicators to guide the learner (criteria, or standards)
- be based on an agreed evaluation process to assess learning outcomes
- ensure evaluation is based on multiple sources of data - a learning portfolio



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A. Portfolio Learning

Evaluation for all learners at Halcyon is based upon a portfolio, evidencing learning against agreed learning goals/outcomes. The student portfolio and staff portfolio differ only in that the artifacts and evidence address different learning; however, the process is the same:



B. The Professional Portfolio

The preparation of a professional portfolio should model the interactions of an effective professional learning community. This intends and allows staff to

- support and evidence professional learning
- support and evidence professional evaluation
- collaborate in the sustained improvement of learning
- facilitate effective, sustainable professional goal-setting
- utilise Halcyon Teaching Standards or Administrative Standards to support professional growth
- engage in effective coaching conversations

The professional portfolio belongs to the individual and is to support their learning. In addition, and as a member of our professional community, each staff member should

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- be available to showcase elements of their portfolio to share and support colleagues' learning
- use the portfolio to record professional learning opportunities provided by the school
- use allocated time provided by the school to develop the portfolio
- ensure that the portfolio addresses Halcyon's Teaching Standards or Administrative Standards, providing evidence to support an effective and purposeful evaluation process
- expect that requests for professional learning will emerge from the evidence of activities contained in the portfolio

C. Halcyon Standards - for Teachers and Administrators

Halcyon Standards mirror IB criteria. They frame a range of skills and competencies that the learner wishes to acquire, or improve, or has mastered. It is a learning ladder, and can be used to reference a learning journey, as evidenced through the portfolio.

The PLP aims to use Halcyon Standards to provide a framework for learning, evaluation, and the identification of new learning goals. The Standards are within the framework of each learner's professional portfolio.

D. Evaluation

'The goal of evaluation should be to identify our strengths and weaknesses so that professional development can be targeted appropriately to improve student outcomes.' (ASCD, 2013).

Professional evaluation is how we learn from each other, support each other and build professional expertise through our community. It allows colleagues to share their practice and ask for guidance; it opens professional learning conversations and supports each of us as we strive to improve our practice; and it builds strong professional relationships, based on a shared desire to improve student learning.

Professional evaluation at Halcyon aims to improve student learning by a consistent and sustainable focus to improve professional practice. All learners are evaluated against criteria - students, teachers and administrators.



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Evaluation must

- be based on multiple sources of evidence
- be a process of many interactions rather than a single event
- be collaborative, coaching conversations
- be directed at improving practice
- aim to improve learning, for the teacher and students.

E. A focus on results

The PLP should always produce clear, sustainable outcomes. There should be planning signposts agreed, and agreed evidence for learning - artifacts that demonstrate the meeting of goals. Support - coaching, resources, time - should be clearly outlined, to ensure that learners have the opportunity to be challenged and successful. This should all be evidenced in the professional portfolio - evidence that underpins a cycle of professional learning.

Part 3: Process

A. Professional Portfolio

All staff members will be supported in the creation of an individual online portfolio. Artifacts in the portfolio will be drawn from across each individual's professional practice, and maybe from outside of school (such as university programmes). There will also be evidence from professional learning opportunities at Halcyon, which can be facilitated in many ways, and broadly by in-school, professional workshops; professional development training; peer-coaching opportunities (classroom or workplace visits, collaborative planning time, learning teams); and external professional learning days.

The professional portfolio

- is online, password-protected and only accessed by the individual
- has core elements that are common to every staff member (such as Halcyon Standards, and a record of professional training) and flexible sections that can be adapted to meet each individual's learning goals, aspirations, needs etc.
- is confidential, in that the individual controls access and is not obliged to share any elements in the portfolio



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- provides each staff member with a place to record the 'multiple sources of evidence' to support and evidence both their learning journey and the requirements of professional evaluation. These sources of evidence might include (in no particular order of importance):

For Teachers:

- student work
- lesson or unit plans (Google Classroom and ManageBac)
- planning or development materials (agendas, minutes, strategic plans)
- classroom materials (resources, apps, planned student activities)
- student grades, or other records of achievement
- examiner feedback, for example for moderated assignments
- student videos
- student audio files
- students presentations
- lesson observations, or lesson video
- team-teaching records
- evidence of workplace collaboration
- feedback from colleagues, students or parents
- reflections
- target setting and results
- coaching conversations and results
- professional training, certificates, awards
- professional presentations (at conferences, workshops, etc)
- professional writing (for example, for MA studies)
- professional publications
- professional emails, letters, etc
- professional learning - articles, online resources
- professional reading
- professional training, or in-service presentations
- blogs, or other online professional presence
- personal references, recommendations, commendations
- engagement with school initiatives/development, for example collaborating in specific PLCs, policy writing, leading learning initiatives
- external (non-Halcyon) learning that might be relevant to professional growth or support a better understanding of an individual's personal learning journey



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For Administrators:

- completed projects
 - project planning, proposals, ideas, reports
 - planning or development materials (agendas, minutes, strategic plans)
 - project materials (resources, planned activities, online activity)
 - feedback from colleagues, students, parents
 - school systems materials (e.g. iSAMs, ManageBac, G-Suite)
 - videos
 - audio files
 - presentations
 - evidence of workplace collaboration: collaborative planning records, resources, activities
 - reflections
 - target setting and results
 - coaching conversations and results
 - professional training, certificates, awards
 - professional presentations (at conferences, workshops, etc)
 - professional writing (for example, for MA studies)
 - professional publications
 - professional emails, letters, etc
 - professional learning - articles, online resources
 - professional reading
 - professional training, or in-service presentations
 - blogs, or other online professional presence
 - personal references, recommendations, commendations
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 - external (non-Halcyon) learning that might be relevant to professional growth or support a better understanding of an individual's personal learning journey
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- is hosted by the school, which has 'global' ownership of the website. This arrangement means that staff can evidence student work or work-related emails, confident that these are under the umbrella of Halcyon's data protection commitment.
 - is transferable, should a colleague wish to maintain this record after leaving Halcyon. This transfer would be contingent on meeting data protection law.



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The suggested evidence for the portfolio should not be seen as prescriptive: it is to suggest approaches and ideas and, hopefully, outlines the many possibilities colleagues have to evidence their professional learning.

B. Professional Evaluation

I. Professional Expectations

As a team, we are all responsible for student learning and for the wellbeing of our community; as individuals, we are each responsible for the learning impact in the classroom and for the wellbeing of each student. Our school policies guide and support us, and provide accountability.

The PLP is about the learning process as much as it is about acquiring new skills, and should meet our institutional and individual commitment to innovation. Our shared professional learning journey must have a starting point, and the school has certain expectations of all colleagues - shared understandings of what it means to be a member of our learning community. Therefore, the evaluation process will always seek to ensure that the following ***minimal expectations are being met:***

- a commitment to Halcyon's mission: innovation, collaboration and community
- all Halcyon Standards standards at graduate (entry) level
- ISTE digital competencies at graduate (entry) level, including 'core' digital competencies (such as for teachers iTunesU, G-Suite, ManageBac, Apple Apps; for administrators iTunesU, G-Suite, ManageBac, iSAMS).
- a demonstrable, positive commitment to student wellbeing and safeguarding
- availability for professional learning
- effective implementation of school policies

Meeting these minimal expectations is necessary for the successful completion of the probationary period at Halcyon.

Beyond this, there is an expectation that colleagues will progress along the Halcyon Standards continuum, to become accomplished teachers/administrators in more than one domain of professional practice, and possibly a lead practitioner in one or more areas.



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II. Evaluation Process Goals

The evaluation process seeks to affirm that

- a. all colleagues meet Halcyon's professional expectations
- b. all colleagues are taking purposeful steps to improve student learning
- c. all colleagues are positively engaged in their own professional learning

These three areas of professional practice should be evidenced through the professional portfolio.

III. Evaluation Process - Step 1 (preparation)

At the beginning of the school year, those colleagues who will be evaluated - which will always include staff new to Halcyon - will meet with the Director to agree a timeline for the evaluation. All evaluations will take place in the first six months of the school year, between September and February.

The timeline will agree dates and times for each subsequent step in the evaluation process; address any challenges in collecting data; and provide a forum for any questions or concerns about outcomes and professional expectations.

Each step of the evaluation will be recorded and shared between the evaluatee and evaluator. When complete, this record will be stored on the colleague's portfolio and with the Human Resources Manager.

IV. Evaluation Process - Step 2 (self-evaluation)

To cover each of the three areas addressed by the evaluation, the evaluatee will use their portfolio to complete a self-evaluation, provide supporting evidence, link observations and commentary. The purpose is to provide as many varied sources of information as necessary, drawn from the portfolio, to support a colleague in a learning conversation with the evaluator. This first meeting will allow a colleague to

- a) outline strengths and accomplishments



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- b) review the self-evaluation of alignment with Halcyon Standards
- c) address areas of professional growth
- d) review improvements to student learning, and how this is evidenced
- e) explore targets for the coming year

With the evaluator, a **teacher** will

- f) identify a learning cycle - a unit or workshop for a particular class - for evaluation
- g) agree classroom observations to support 'f', above.
- h) record intended outcomes necessary to support step 3.

With the evaluator, an **administrator** will

- i) identify a learning cycle - a project or task - for evaluation
- j) Agree how this cycle, 'i' above, might best be observed and agree time, place, duration
- k) record intended outcomes necessary to support step 3.
- l) Prepare, with the evaluator, a 360 Evaluation to provide feedback from (as applicable) students, teachers, parents and administrators.

V. Evaluation Process - Step 3 (evidencing learning)

The **teacher** and evaluator will meet to review the identified learning cycle, and review ManageBac curriculum planning. The purpose is to review the intended learning and share an understanding of learning and teaching strategies. Supporting documents should be available to explore the intended impact of learning.

The **administrator** and evaluator will meet to review the identified learning cycle, and review the planning process. The purpose is to review the intended outcomes and share an understanding of the strategies in place to achieve these goals. Supporting documents should be available to explore the intended impact of the project/task.

VI. Evaluation Process - Step 4 (observations)

The evaluatee and evaluator will agree at least two observation visits, usually at the beginning and end of the learning cycle, to evidence the learning and strategies outlined in Step 3. These visits will be at mutually agreed times.

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Both evaluator and evaluatee will agree on the targets for the observation and will provide, independently, a written reflection of the experience.

Administrators will send out a 360 evaluation, and carry-out a self-assessment against the same.

VII. Evaluation Process - Step 5 (review and target-setting)

The final meeting allows the teacher/administrator and evaluator to review all the evidence available - from the portfolio, the observations, the 360 evaluation (administrators only) and student learning - and make a shared assessment of on-going professional learning. The review will ask

- a. does the teacher/administrator meet Halcyon's professional expectations?
- b. is the teacher/administrator making purposeful steps to improve student learning?
- c. how is the teacher/administrator engaged in their own learning professional learning?

The final part of the evaluation will identify key strengths and outline targets for on-going professional learning. The expectation is that colleagues will share their professional expertise, through workshops or peer-mentoring; equally, colleagues are expected to be diligent in addressing those areas of practice that would benefit from training.

Any necessary follow-up - to fulfil agreed targets, for example, or to offer expertise to support colleagues - will be outlined in the portfolio. Requests for professional training will be referenced.

Finally, **every evaluation intends to be successful in that it provides colleagues with new insights and tools to improve learning**, and this new learning should be celebrated and shared with colleagues.

The complete record of the evaluation, as evidenced in the portfolio, will be archived electronically and a hard-copy will be kept on file.



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Part 4: The Evaluation Cycle

Halcyon intends that every teacher/administrator can choose to be evaluated every year - that everyone will have the opportunity to extend their learning through the evaluation process. As a minimum requirement, a teacher should be evaluated at least once every two years.

At the end of a yearly evaluation process, if a teacher/administrator has demonstrated many areas of accomplishment or expertise, and meets Halcyon's professional expectations, he/she may be offered to alternate professional learning opportunities in lieu of evaluation.

Approved by the Board of Trustees 26 April 2018.

