

# **CHRIST THE TEACHER COLLEGE OF EDUCATION**



**STAFF PROFESSIONAL DEVELOPMENT POLICIES, 2017**

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## **STAFF PROFESSIONAL DEVELOPMENT POLICY**

### **Preamble**

Professional development is an ongoing education and training designed to increase an educator's skills or knowledge or gain new competencies in early education and out of school time. It seeks to provide teachers with opportunities for in-service training in order to maintain a high standard of teaching and to retain a high-quality teacher workforce.

Contextually, Professional Development should include visitation to other colleges to observe and share best practices, attendance, planning workshops and seminars, participation in courses, support and time to develop a professional interest, and opportunities to visit other institutions to look at best practice, to work-shadow or to undertake, for example, an evaluation of a department's work. It can also include opportunities to take on additional responsibilities or specific projects in the College. These and other options are the focus of this policy designed for staff of Accra College of Education.

### **Purpose / Objectives**

Staff Professional Development Policy is intended to guide Accra College of Education [here in after, referred to as the College] provide guidelines for administering professional development and training in the College.

### **Scope/Application**

This policy applies to the members of the College community, notably the Academic and Non Academic departments and staff.

### **Policy Statement**

Accra College of Education recognizes the importance of encouraging and supporting staff in professional development activities that are related to their employment. It extends to work related professional development opportunities including, but not exclusive to, the sabbatical leave policy, eLearning, staff workshops, courses, classes, and professional conferences. Responsibility for professional training and development extends to all levels of the institution and the following statements refer:

1. The College shall grant Professional Development Leave to deserving staff with or without pay.
2. Tutors shall be engaged in training of teaching practice lead mentors and mentors at the schools of attachment.
3. Every staff shall participate in IN-SERVICE TRAINING (INSET) programs such as the weekly professional development sessions.
4. Tutors shall accept lesson support through observation and feedback and be responsible for identifying, creating, and providing opportunities for professional development and training to enable him/her to contribute effectively and efficiently, innovatively and creatively to the College's mission and vision.
5. The staff shall make available all professional development programs attended for the individual educator's record.
6. Every staff shall complete form A in the appendix at the end of every semester

### **Gender Responsiveness**

1. 25% of Annual Professional Development budget is dedicated specifically for female tutors' training and/or training on gender sensitive pedagogy.
2. The gender champion in collaboration with the gender committee and the college management to solicit funds solely for female professional development.
3. Female tutors shall be encouraged to take up challenging task such as: principal, quality assurance officer, college secretary, senior hall warden, students affairs officer

### **Supporting Procedures:**

## **Leave to deserving staff with or without pay**

Staff has the primary responsibility for individual career development and should, therefore, make career interests known to the Head of Department (HOD) and initiate the request to participate in the Professional Development Program.

## **Eligibility**

Staff is mandated to attend all professional development programs organized by the college. Staff with satisfactory performance or better, at least three (3) years of service and with the permission of his/her HOD is eligible for study leave with or without pay.

## **Approval**

Training must be approved by the Academic Board through the HOD in which the training will occur.

## **Length of Training**

The length of training will be determined by the type of training or in the case of cross training, a time period agreed upon by the staff, the HODs and the Principal.

## **General Training**

Any training which the staff desires to attend should be presented to his/her department head in the form of a document showing the training event and its classes.

**Staff Development Grant Applications:** Some training cost is high enough such that supplemental funding may be needed and be applied for by requesting a Staff Development Grant. The tutor using this type of funding is subject to the requirements of the grant program in addition to being required to complete the departmental requirements for the training. This training is available to all staff.

Accra College of Education is committed to the achievement of Staff Professional Development. The responsibility of implementing this policy extends to the following:

### ***Capacity building procedures:***

Professional Development activities may include but are not limited to: opportunities for on-the-job training, cross training, coaching and internships; attendance at courses, workshops, seminars, conferences, lectures, and meetings; and participation in professional and technical associations. To facilitate staff's participation in professional development activities, the department head may approve: flexible work options such as alternate work schedules; a period of paid or unpaid leave; partial or full payment or reimbursement of training expenses; or a

temporary or part-time work assignment in another department. A staff must meet the following requirements to be eligible for Professional Development activities:

- Completion of the probationary period, if required, and
- Job performance that is rated as satisfactory or better

In approving Professional Development activities, the department head considers scheduling, staffing, budget, and other related considerations.

***Leave procedures:***

The duration of time to be granted depends upon the specific requirements within the individual professional development plan.

To propose a professional development leave, the staff develops a mutually agreed-upon, written plan describing the proposed activity. The staff submits the plan to the Principal for approval, in accordance with the Harmonized Conditions of Service for Colleges of Education, (Pages 70 – 74). The written development plan may address the following issues, as applicable:

- A description of the activity or activities to be undertaken by the staff during the leave period.
- The requested period of time for the activity (provide dates or the range of time).
- The relation of the activity to the staff's current job responsibilities.
- How the activity may assist the staff's transition into future development of the College.
- The quality of the particular training activity, as compared to similar activities available to the employee, and/or an assessment of the reputation and reliability of the institution, organization, or other sponsor who will provide this activity.
- The relation of the program to the department's mission and goals.
- A statement on the relative importance of the program to the overall needs of the department and the available resources.
- The impact, if any, on staff workload and other staffs in the department.

In approving a Professional Development leave, the department head considers the proposed duration of the leave and scheduling, staffing, and budget considerations.

***Documentation Procedures***

A copy of the approved development plan is placed in the staff's file.

Each staff must maintain documentation of successful completion of the professional development activity that includes:

- Name of the professional development activity;

- Topic(s) covered and the core competency area addressed;
- Number of contact hours completed;
- Date the course or training was completed;
- Instructional method (lecture, classroom discussion, distance learning, self-guided study or community of practice, etc.);
- Name of the sponsoring organization (if applicable);

If professional development awards institutional credit, a copy of the training certificate or institute's transcript documenting successful completion of the activity should include the above information.

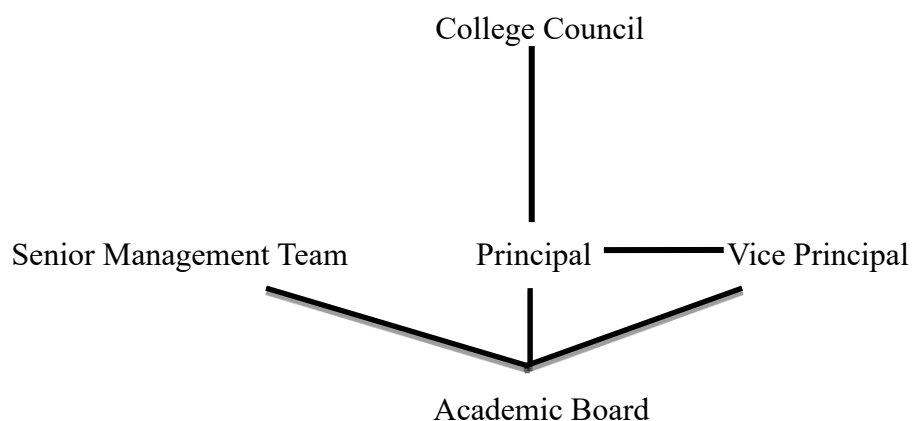
If institutional credits, are not awarded, documentation of successful completion of the professional development must include:

- Qualifications of the instructor (if applicable);
- Evidence of completion of all required quizzes, tests, self-assessments and assignments

## 6. Responsibility for Implementation

The overall responsibility for Staff Professional Development Policy in Accra College of Education is that of the College Council.

The Day-to-day responsibility for ensuring this policy is implemented is delegated to the College Principal, Vice Principal and the Senior Management Team, through the various Departments.



## **7 Responsibility for Monitoring, Implementation and Compliance**

The following shall be responsible for the monitoring, implementation and compliance;

Heads of Department, Quality Assurance and Principal.

## **4. Status**

Accra College of Education is committed to promoting a diverse, scholarly community in which people are valued, respected, and treated equitably. Its quest to achieve excellence in teaching and research requires an academic environment in which staff and students from a wide range of backgrounds can flourish irrespective of class, race, relation or gender.

The idea of transforming Colleges of Education into a more proactive and practical oriented institutions has necessitated the formulation of the Staff Development Policy to enhance staff capacity to fit into the new trends in teacher education and research.

This policy is conducted in compliance with statutory provision in the AcCE Three- year strategic plan, which aims to deliver equity outcomes to all groups, to those from low socio-economic backgrounds, to those with disabilities, to women in areas where they are under-represented and to the general staff.

We are confident that the Staff Professional Development Policy will serve as a point of reference in Policy making and implementation in Accra College of Education.

## **9. Key Stakeholders**

All staff of Accra College of Education, Ministry of Education, National Council for Tertiary Education (NCTE), National Teaching Council (NTC), T-TEL, UCC/UEW, National Accreditation Board (NAB)

## **10. Approval Body**

The College Governing Council

## **11. Initiating Body**

Staff Development Committee

## **12. Definition of terms**

Staff: All employees of the College

Heads of Department: Individuals heading the various major departments



Senior Management Team: Is made up of the College Principal, Vice Principal, Secretary, Librarian, Finance Officer and Internal Auditor.

Job Performance: Includes co-curricular activities and the work schedules.

### **13. Related Legislation:**

Harmonized Statutes for Colleges of Education

Harmonized Scheme of Service for Colleges of Education

Harmonized Conditions of Service for Colleges of Education

Colleges of Education Act 2012 (Act 847)

### **14. Related Policy and Other Documents**

Quality Assurance Policy

Teaching and Learning Policy

**15. Effective Date:** September 2017

**16. Review Date:** September 2018

### **17. Key Words**

Accra College of Education, Professional, Development, Statutes, Policy

### **18. Owner / Sponsors**

Principal

Professional Development Committee

**19. Author:** College Council

### **20. Further Information**

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