

TEACHING STAFF RECRUITMENT POLICY

1. Recruitment of teaching staff

In line with our [Recruitment and Selection of Teaching Staff Policy and Procedure](#) Future Focus ensures a fair approach to the recruitment, assessment and selection process, ensuring consistency with our [Equal Opportunity Principles](#) and our [Reasonable Adjustments Policy](#). Our policy is to ascertain that the procedure is transparent, whilst balancing the need for confidentiality of all applicants.

At Future Focus we promote a timely and efficient process. Moreover, we ensure that clear roles and responsibilities is integrated with workforce planning, to guarantee that we have the right capabilities, guaranteeing fitness for purpose, in the right place at the right time and at the right cost.

2. Polices for the Professional Development of Staff

In accordance with our [Continuing Professional Development Policy](#), Future Focus embraces and encourages educational and service excellence through continuous improvement of the Centre's lecturers and assessors. All such professionals will participate in professional development annually, and records of the teachers' performance are reviewed and evaluated. Responsibility for professional training and development extends to all levels of the organization so that all lecturers, assessors and

teaching staff are expected to keep abreast with latest developments regarding the profession.

Professional Development is the dynamic process that may be achieved not only through participation in formal coursework but also through professional experience, collaboration, mentoring, participation in activities of professional organizations, and independent study and research. In order to improve, to gain new knowledge or insight in a particular area, or to be refreshed in a specific area as needed, lecturers at Future Focus are expected to undergo ongoing training to enhance their professional development. There are not a specific number of professional development hours to be conducted over the course of the year, however lecturers are requested to maintain a steady involvement in such activities.

These professional development opportunities are often specific to grade level and subject area, therefore our Centre welcomes any additional knowledge which will inevitably provide for an upgrade both for the Centre as well as the teacher involved. The lecturers take what they have learned, back to the classroom and in this way professional development improves teacher quality. When teachers seek professional development opportunities, this will help improve the quality of education they will provide to their students, making the teaching process more effective.

At Future Focus, lecturers are encouraged to improve their teaching tools and to acquire new and updated knowledge. The objective is to implement such knowledge to boost student learning and educational outcomes. Lecturers need more than just one such exposure that lasts a few hours or a few days. Our policy is that lecturers should undertake ongoing, direct support to maximize the effectiveness of the training and to successfully utilize what they have learned in their classroom.

Not all professional development will benefit every teacher and their situation, therefore each input is evaluated by the Managing Director in order to ascertain that lecturers can

use it in their classroom and that it will help in student learning and progression. Professional development that is above or below the level of the lecturer concerned is considered by Future Focus as being ineffective, and therefore not viable. For this purpose, lecturers are expected to fill in a CPD form which is checked out by the Managing Director to gauge the effectiveness which the added knowledge can provide towards the Centre. With this approach, Future Focus ensures that teaching quality is improved and consequently, student learning outcomes may be enhanced.

3. Support Provided for the Professional Development of Staff and for Research and Scholarly Activity

In line with our **Continuing Professional [Development Policy](#)**, all teaching staff must complete professional development and training each academic year. Moreover, they shall be committed towards maintaining and developing professional expertise such as discipline development, instructional development, career development and organizational development.

Future Focus shall be responsible for:

- i. The provision of in-house training where required
- ii. The provision of contributions towards conferences
- iii. Offering Erasmus classes to lecturers
- iv. Assessing and communicating professional development and training needs of individual employees
- v. Identifying professional development opportunities to integrate efforts and optimize resources
- vi. Administering this policy
- vii. Providing an annual report reflecting the activities and events attended, as well as additional data regarding participation headcount.

In the course of ensuring that the teaching staff of Future Focus conduct CPD as appropriate, we explore existing professional development materials and packages. Using existing materials can minimize the time and effort spent creating professional development sessions and is an effective method of addressing a training need at a minimal cost. Further to this, we ask professional development vendors if online training is available. Online training can be cost effective and makes training more accessible to teachers. One such course is the *Train the Trainer* that is typically offered to our lecturers. Our method is to prepare teachers at the beginning of the year to teach core reading and intervention programs and use all supplemental materials. This provides training on the administration of assessments and use of assessment data to inform instruction.

Educators benefit by learning in the setting where they can immediately apply what they learn hence Future Focus strives to provide as much opportunities for training as possible. Typical modes of professional development which may take place within our Centre itself include:

- Individual reading/study/research.
- Study groups among peers focused on a shared need or topic.
- Observation: teachers observing other teachers.
- Coaching: an expert teacher coaching one or more colleagues.
- Mentoring of new educators by more experienced colleagues.
- Team meetings to plan lessons, problem solve, improve performance, and/or learn a new strategy.
- Faculty, grade-level, or departmental meetings.

Other professional development takes place at:

- At the teacher's own office
- Education service centre
- Other learning centres;

- Another school, school system, local, or a foreign country;
- University (summer or evening courses)
- Institutes
- National or international conferences, seminars, or workshops;
- Online.

Online professional development can be useful for learning content and even observing video demonstrations of effective teaching or leadership. Some online professional development also provides interactive, real-time discussion among participants and an expert.

In addition to this, our Centre directs our lecturers towards other sources of information, namely and *inter alia*

- Online courses.
- College/university courses.
- Workshops to dig deeper into a subject.
- Conferences to learn from a variety of expertise from around the country.
- Programs by private vendors.

In furtherance to the above opportunities and Centre-initiated professional development, some lecturers take the initiative to engage in professional development they believe is necessary for them to meet goals, such as

- Earning a master's degree;
- Credit toward recertification;
- New knowledge and skills to better serve their students;
- Additional qualifications .

Our Centre may or may not pay for professional development that educators seek on their own

Policy review date: July 2020

