



Lüderitz Blue School Staff Development Policy

1. INTRODUCTION TO STAFF DEVELOPMENT POLICY

The Staff Development Policy at Lüderitz Blue School covers aspects of growth within the staff body and school community. These include:

- Professional Learning (see 2. PROFESSIONAL LEARNING AT THE BLUE SCHOOL)
- Ensuring and Maintaining High Standards (see 3. ENSURING EXCELLENCE)
- School Improvement (see 4. WHOLE SCHOOL IMPROVEMENT)

2. PROFESSIONAL LEARNING AT THE BLUE SCHOOL

i) All staff at Lüderitz Blue School are expected to engage in ongoing professional learning, demonstrating that education is a lifelong journey. This also sets a positive example for learners, showing them that personal development continues beyond school.

ii) Professional growth at Lüderitz Blue School is a continuous process that involves self-evaluation, personal reflection, and recognition of achievements and challenges. Teachers are encouraged to take ownership of their learning, aligning their development with school, departmental, and personal goals.

iii) Wherever possible, staff are empowered to set their own professional targets, which fosters a sense of responsibility and encourages career growth within the school.

iv) The school places a strong emphasis on research and advancing educational practices. As the curriculum and teaching approaches evolve, it is essential for staff to continually update their knowledge and skills to maintain effective learning environments.

v) Collaboration between teachers and reviewers supports meaningful conversations about current roles and future development. Setting personal goals is key to ensuring both staff and reviewers share responsibility for professional growth.

vi) Professional development needs can be met through a variety of methods, including workshops, courses, peer observations, mentoring, and developmental lesson observations. This flexible approach allows staff to enhance their skills in ways that suit their individual needs.

vii) Teachers are encouraged to maintain a professional learning log, helping them track progress throughout the year and reflect on key milestones in their growth journey.

viii) Recognizing and celebrating exemplary performance within the school helps ensure that staff feel valued and supported in their professional learning, reinforcing their commitment to continuous development. The school actively supports teachers in their career progression.

3. ENSURING EXCELLENCE

i) The Growth Process acts as a key tool for ensuring excellence and maintaining quality standards (see 5. THE GROWTH PROCESS).

ii) Classroom observations help ensure that the standard of teaching and learning at the school remains high (see 6. NOTE ON OBSERVATIONS).

iii) Recognizing and celebrating staff strengths allows these talents to be shared as valuable learning experiences for others.

iv) Peer strengths are integral to developmental and peer lesson observations, forming the basis for collaborative improvement at the school.

v) If teaching or learning is found to be below standard, steps will be taken to support the teacher in improving. If sufficient improvement is not made, further action may be required.

vi) It is essential to provide assurance to colleagues, parents, and learners that they are working with highly skilled professionals

4. WHOLE SCHOOL IMPROVEMENT

- i) Targets for staff are set with both whole-school improvement and individual Teacher Standards in mind, ensuring alignment with the school's vision and mission.
- ii) Teachers are accountable for the academic progress and attainment of their learners throughout the year. Although there may be valid reasons why some learners do not meet expected standards, the goal is for the majority to achieve or exceed expectations.
- iii) In addition to meeting Teacher Standards, staff may be assigned broader targets, such as implementing new tools or processes that contribute to overall school improvement.
- iv) Specific issues regarding learner progress can be addressed during learner progress meetings, providing an opportunity for individual concerns to be discussed and acted upon.
- v) Departments and sections within the school may have their own improvement focuses, complementing the school-wide efforts to enhance teaching and learning.
- vi) Staff targets are not only linked to personal professional development but also to the success of the whole school, with accountability measures in place to monitor progress.

5. THE GROWTH PROCESS

Each member of staff will be assigned a reviewer. This will usually be their Head of Section or Department Lead. The Growth Process consists of the following elements:

- Initial observation of teaching (see 6. NOTE ON OBSERVATIONS)
- Verbal & written feedback from observation (see 6. NOTE ON OBSERVATIONS)
- Excellence Reviews / Appraisal meetings (see 8. EXCELLENCE REVIEWS AND APPRAISAL MEETINGS)
- Ongoing observations (formal and informal) (see 6. NOTE ON OBSERVATIONS)

6. NOTE ON OBSERVATIONS

- i) At Lüderitz Blue School, observations are seen as opportunities for growth and part of the developmental process, rather than a judgement. Staff are encouraged to have an 'open door' approach when it comes to observations.
- ii) Observations will form part of the everyday life of the school and may be arranged on a formal or informal basis.
- iii) Formal observations will typically be scheduled at least two times per academic year. The first will normally take place within the first two months of the academic year and/or of the teacher's appointment at the school.
- iv) Feedback will be based on official criteria to provide teachers with concrete examples of good practice and areas to improve. The focus is always directed towards the purpose of improving outcomes for the learners.
- v) In all observations, it is noted that teachers have their own teaching styles and have the opportunity to refine their teaching techniques.
- v) The reviewer will typically observe for twenty to thirty minutes. If a teacher requests a longer observation, this may be arranged.
- vi) In preparation of the observation, teachers should make use of the Observed Lesson Plan (see APPENDIX A - OBSERVED LESSON PLAN).
- vii) Teachers should make a completed copy of this plan available to their observer at the start of the observed lesson.
- viii) Where possible, Class Teachers in the Primary School should be observed in English and Mathematics. In some cases, other subjects may be agreed.
- ix) In the Secondary Department, the observed lesson will usually align with the teacher's specialism.
- x) The initial observation of the year is critical in setting targets and areas to focus on. The observations that follow this are all seen as developmental lesson observations and there can be no limit to how many of these teachers participate in throughout the year or who conducts them.
- xi) Informal observations such as Peer Observations may be arranged with peers at any time and are seen as a valuable way of sharing ideas and best practices. See APPENDIX G - PEER OBSERVATION FORM.

7. NOTE ON OBSERVATION FEEDBACK

- i) During lesson observations, reviewers will take notes to record observations and suggestions, typically on the observation sheet (see APPENDIX B - OBSERVATION SHEET). Teachers may also complete the Self-Evaluation Form to reflect on their own lesson (see APPENDIX H- SELF EVALUATION (LESSON OBSERVATION)).
- ii) Verbal feedback should be provided within 24 hours of the observation, followed by written feedback, ideally within three days, allowing the reviewer time to structure their comments.
- iii) If a lesson does not go as planned, a follow-up observation will be scheduled within two weeks. Before this, the teacher will have an opportunity to discuss what went wrong and how improvements can be made.
- iv) Teachers may receive guidance from their reviewer or other colleagues to help them improve before the follow-up observation.
- v) If improvement is seen in the follow-up observation, no further action is necessary, and the process continues as usual. However, if the follow-up remains unsatisfactory, the reviewer will decide on the next course of action.

8. EXCELLENCE REVIEWS AND APPRAISAL MEETINGS

- i) Excellence Reviews (Appraisal Meetings) are held for each member of staff at the following stages
 - before the end of the 3 month probation period (Probation Excellence Review)
 - annually (before contract renewal due dates) (Annual Excellence Review)
- ii) Interim Reviews, or other additional reviews are organised if necessary.
- iii) Copies of the respective Excellence Reviews can be found in APPENDIX C - PROBATION EXCELLENCE REVIEW, APPENDIX D - ANNUAL EXCELLENCE REVIEW and APPENDIX E - INTERIM EXCELLENCE REVIEW.
- iv) These reviews are an opportunity for staff members to discuss their professional development, celebrate growth and achievements, review challenges and set targets for the future. Reviews also include areas of interest for further development.
- v) Before the review, staff members reflect on their progress and write down their input on the appropriate review template. This must be returned to the reviewer no later than one week before the agreed review date. They should consider:

- **Strengths in their role:** What valuable insights or skills can they offer their colleagues? What training have they undertaken? What accomplishments or achievements are they particularly proud of?
- **Areas for growth:** What specific aspects do they feel could use improvement? Are there any areas where they experience discomfort or lack confidence? What concerns or insecurities do they have?
- **Contributing to school-wide improvement:** In what ways can they support the school in reaching its objectives? What additional training or resources would they need to facilitate this?

v) The reviewer then adds their comments to the document in response to the staff member's reflection. Additional members of management may add to the document if appropriate. The above mentioned bullet points may be considered for guidance.

vi) During the review, comments from both sides are discussed. The following are considered:

- **Staff member's role and performance:** Assess their current role and performance, reflecting on how they feel they are adapting, while emphasizing strengths and pinpointing areas for growth.
- **Agreement on development needs:** Identify and reach consensus on the teacher's specific areas for development.
- **Initiating the target-setting process:** Start the target-setting process by determining specific activities, training, reading materials, and research that will be undertaken to establish benchmarks for progress.

vii) The reviewer and staff member agree on a minimum of three targets. These should be in line with the school vision, mission and values, and in line with the whole school goals. Please see APPENDIX F - GUIDANCE FOR SETTING TARGETS.

viii) At least two of the set goals should be professional, and the third goal may be personal or professional. Additional targets may be set based on the teacher's preferences or desired level of challenge.

ix) After the review, targets will be added to the review document and shared with the staff member and any other agreed parties (eg. in Senior Management).

x) In some cases, for example probation review or contract renewal, the document should be signed by all contributing parties.

xi) Following on from the meeting, staff members must be sure to consider what was discussed. Staff members are expected to actively take action to meet agreed targets and aim to achieve them.

APPENDIX A - OBSERVED LESSON PLAN

Subject:	Year Group/Class:	Teacher:
Date of Lesson:	Time of Lesson:	Duration of Lesson:
Learning Objective:		
Teacher Standard Focus*: <i>(If applicable)</i>		
Teaching Input:		
Main Activity		
★	★★	★★★
Plenary	Assessment Questions	

APPENDIX B - OBSERVATION SHEET

Observer name:	Date of observation:	Lesson/Subject/Teacher:	Class:
Focus of observation:			
OBSERVATION NOTES How did the teacher...			Please Mark
1. motivate pupils?			
			unsatisfactory
			satisfactory
			good
			excellent
2. promote progress?			
			unsatisfactory
			satisfactory
			good
			excellent
3. demonstrate good subject/curriculum knowledge?			
			unsatisfactory
			satisfactory
			good
			excellent
4. plan and teach well-structured lessons?			
			unsatisfactory
			satisfactory
			good
			excellent
5. adapt teaching to the strengths/needs of all pupils?			
			unsatisfactory
			satisfactory
			good
			excellent

6. use assessment to enhance learning?		
	unsatisfactory	
	satisfactory	
	good	
	excellent	
7. manage behaviour effectively?		
	unsatisfactory	
	satisfactory	
	good	
	excellent	
8. act professionally?		
	unsatisfactory	
	satisfactory	
	good	
	excellent	
NEXT STEPS		

APPENDIX C - PROBATION EXCELLENCE REVIEW

Lüderitz Blue School Mission

To establish a world-class day/boarding school in Lüderitz, Namibia that offers academically excellent education with a focus on the ocean while providing a high number of scholarship places and coordinating a full programme of extracurricular activities inspired by the ocean and the desert.



Staff Excellence Review Form

Each member of staff at Lüderitz Blue School has an annual Excellence Review, as well as an additional review before the initial 3-month probation period ends. Additional Excellence Reviews may be arranged if necessary, for example to follow up on targets set in an appraisal meeting.

Excellence Reviews are an opportunity to discuss performance and progress, as well as to celebrate achievements and growth.

- Boxes in gold should be completed by the member of staff and submitted to the line manager **at least one week** before the agreed Excellence Review date.
- Boxes in blue should be completed by the line manager in advance of the Excellence Review.
- Boxes in red should be completed during the Excellence Review

Staff Member Name	
Appraising Line Manager(s)	
Other Contributing Managers	
Date of Appraisal	

Part 1: Reflection

All staff at Lüderitz Blue School play a vital role in helping to achieve our school Mission and Goals. Please take time to reflect with both the school Mission and Goals, as well as day to day practice in mind. There are sections for both professional/work related and personal/non related comments as both are crucial for your development. Please share what you feel comfortable with.

Strengths, Achievements & Development

Professional/work related:

Personal/non-work related:

Challenges & Areas for Future Development

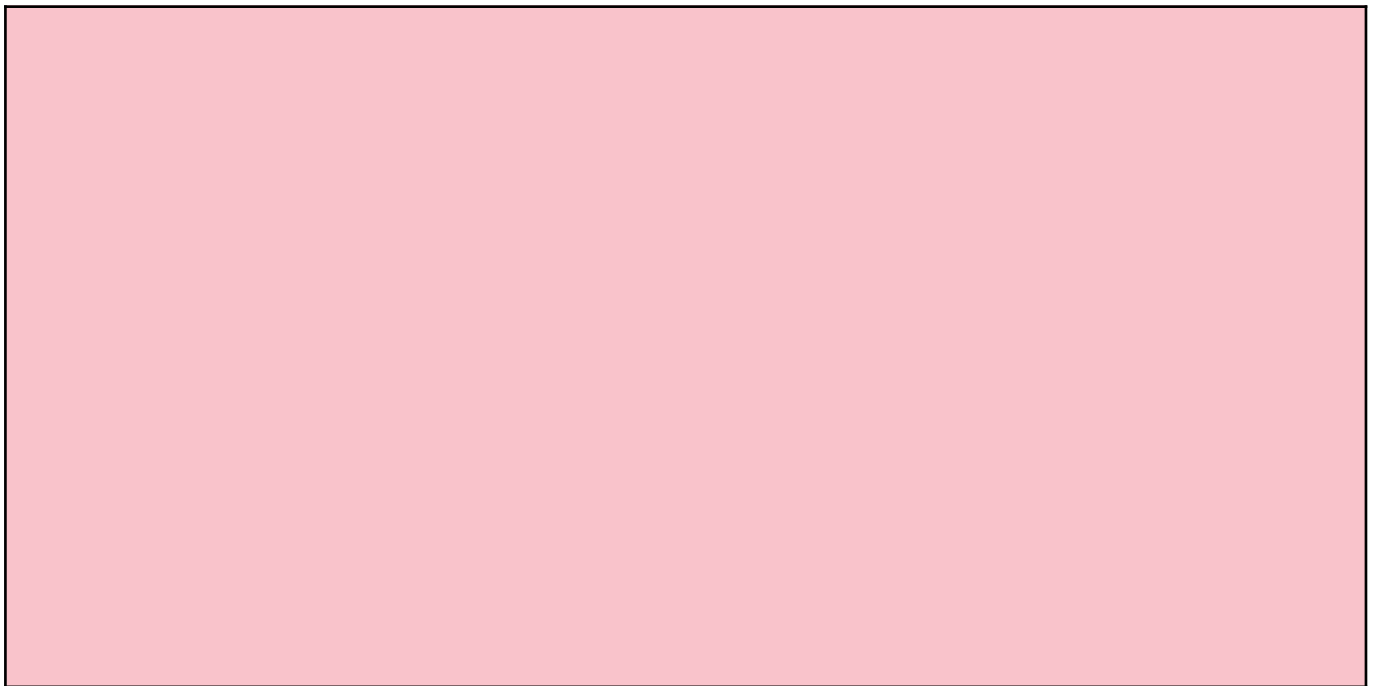
Professional/work related:

Personal/non-work related:

Management Response

A large, empty rectangular area with a light blue background and a thin black border, intended for providing a management response.

Notes from Appraisal

A large, empty rectangular area with a light pink background and a thin black border, intended for recording notes from an appraisal.

Part 2: Targets

(to be set in the initial Excellence Review, and then reviewed in follow-up meetings)

Target 1 – PROFESSIONAL / WORK-RELATED

Target	
Action taken so far	
Management Response	
Notes from Appraisal	

Target 2 – PROFESSIONAL / WORK-RELATED

Target	
Action taken so far	
Management Response	
Notes from Appraisal	

Target 3 – PERSONAL / NON-WORK-RELATED

Target	
Action taken so far	
Management Response	
Notes from Appraisal	

Additional targets (if applicable)

Targets	
Action taken so far	
Management Response	
Notes from Appraisal	

APPENDIX D - ANNUAL EXCELLENCE REVIEW

Lüderitz Blue School Mission

To establish a world-class day/boarding school in Lüderitz, Namibia that offers academically excellent education with a focus on the ocean while providing a high number of scholarship places and coordinating a full programme of extracurricular activities inspired by the ocean and the desert.



Staff Annual Excellence Review Form

Interim Excellence Reviews are an opportunity to follow up on targets set in Annual Excellence reviews, as well as to discuss performance and progress and to celebrate achievements and growth.

- Boxes in gold should be completed by the member of staff and submitted to the line manager **at least one week** before the agreed Excellence Review date.
- Boxes in blue should be completed by the line manager in advance of the Excellence Review.
- Boxes in red should be completed together during the Excellence Review

For interim reviews, Part 1 is a reflection of the targets set in the previous review. New targets may be set together in the meeting in Part 2: New Targets.

Staff Member Name:		Other Contributing Managers:	
Appraising Line Manager(s):		Date of Appraisal:	

Part 1: Review of Targets
(Targets set in previous Excellence Review)

Review of Target 1 – PROFESSIONAL / WORK-RELATED

Target	
Reflection and action taken so far	
Management Response	
Notes from Appraisal	

Review of Target 2– PROFESSIONAL / WORK-RELATED

Target	
Reflection and action taken so far	
Management Response	
Notes from Appraisal	

Review of Target 3– PERSONAL / NON-WORK-RELATED

Target	
Reflection and action taken so far	
Management Response	
Notes from Appraisal	

Review of additional targets (if applicable)

Target	
Reflection and action taken so far	
Management Response	
Notes from Appraisal	

Review of additional targets (if applicable)

Reflection and action taken so far	
Action taken so far	
Management Response	
Notes from Appraisal	

Additional discussion points for Appraisal Meeting (if applicable)

Discussion Point/s	
Management Response	
Notes from Appraisal	

Part 2: New Targets
(to be set in the review, and then reviewed in next review)

Target 1 – PROFESSIONAL / WORK-RELATED

Target	
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Target 2– PROFESSIONAL / WORK-RELATED

Target	
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Target 3– PROFESSIONAL / WORK-RELATED

Target	
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Target 4– PROFESSIONAL / WORK-RELATED

Target	
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Target 5– PROFESSIONAL / WORK-RELATED

Target	
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Part 3: Notes from Appraisal

Notes from Appraisal	
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APPENDIX E - INTERIM EXCELLENCE REVIEW

Lüderitz Blue School Mission

To establish a world-class day/boarding school in Lüderitz, Namibia that offers academically excellent education with a focus on the ocean while providing a high number of scholarship places and coordinating a full programme of extracurricular activities inspired by the ocean and the desert.



Staff Interim Excellence Review Form

Interim Excellence Reviews are an opportunity to follow up on targets set in Annual Excellence reviews, as well as to discuss performance and progress and to celebrate achievements and growth.

- Boxes in gold should be completed by the member of staff and submitted to the line manager **at least one week** before the agreed Excellence Review date.
- Boxes in blue should be completed by the line manager in advance of the Excellence Review.
- Boxes in red should be completed together during the Excellence Review

For interim reviews, Part 1 is a reflection of the targets set in the previous review. New targets may be set together in the meeting in Part 2: New Targets.

Staff Member Name:		Other Contributing Managers:	
Appraising Line Manager(s):		Date of Appraisal:	

Part 1: Review of Targets
(Targets set in the initial Excellence Review)

Review of Target 1 – PROFESSIONAL / WORK-RELATED

Target	
Action taken so far	
Management Response	
Notes from Appraisal	

Review of Target 2– PROFESSIONAL / WORK-RELATED

Target	
Action taken so far	
Management Response	
Notes from Appraisal	

Review of Target 3– PERSONAL / NON-WORK-RELATED

Target	
Action taken so far	
Management Response	
Notes from Appraisal	

Review of additional targets (if applicable)

Target	
Action taken so far	
Management Response	
Notes from Appraisal	

Part 2: New Targets

(to be set in the Interim Excellence Review, and then reviewed in next annual Excellence Review)

Target 1 – PROFESSIONAL / WORK-RELATED

Target	
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Target 2– PROFESSIONAL / WORK-RELATED

Target	
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Target 3– PERSONAL / NON-WORK-RELATED

Target	
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Additional target (if applicable)

Target	
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Additional target (if applicable)

Target	
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Additional target (if applicable)

Target	
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Part 3: Notes from Appraisal

Notes from Appraisal	
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APPENDIX F - GUIDANCE FOR SETTING TARGETS

To be used by Reviewing Member of Staff during Excellence Reviews

Step 1: Collaborate to Identify Development Areas and Set Targets

- Initiate a discussion with the staff member to pinpoint key areas for improvement. Encourage the staff member to reflect on their performance and suggest potential focus areas for their targets.
- Allowing individuals to have the input into setting their own targets empowers them, fosters personal relevance and self-reflection, increases engagement and accountability, enables tailored goals, and aligns their targets with long-term professional development, ultimately leading to greater motivation and commitment to achieving those targets.

Step 2: Define Specific Targets and Their Significance

- Establish clear, achievable targets and explain their relevance and importance. This following can be discussed:
 - Why these targets are essential and how they contribute to effective teaching and learning.
 - The expected outcomes and how reaching these targets will benefit learners.
 - For instance, rather than stating "learners are more engaged," specify that "all learners will demonstrate engagement by actively answering and asking questions during the lesson."
- Defining clear, specific targets and understanding their significance ensures that individuals are focused on meaningful improvements that positively impact teaching and learning, while also providing a framework for measuring success.

Step 3: Clarify Success Criteria and Identify Resources

- Articulate what success looks like and how it will be assessed.
 - Instead of saying, "learners know keywords," specify, "nearly all learners will correctly use the new keywords in sentences by the end of the lesson."
- Identify the resources and support needed for improvement, considering:
 - Who they can turn to for advice or collaborate with.
 - Relevant materials, research, or training that could help enhance their teaching practice.

Step 4: Set Realistic and Manageable Goals

- Ensure that the targets are realistic and achievable within the given timeframe.
 - For example, if no learners currently grasp the keywords, the goal might be for most learners to learn them by the next observation and for all to understand their meanings by the following session.

APPENDIX G - PEER OBSERVATION FORM

Observer name:	Date of observation:	Lesson/Subject/Teacher:	Class:
Focus of observation:			
OBSERVATION NOTES How did the teacher...			
1. motivate pupils?			
2. promote progress?			
3. demonstrate good subject/curriculum knowledge?			
4. structure the lesson?			
5. adapt teaching to the strengths/needs of all pupils?			

6. use assessment?

7. manage behaviour?

8. act professionally?

NEXT STEPS –

What have you seen that you would like to try? What changes would you like to make?

APPENDIX H - SELF EVALUATION (LESSON OBSERVATION)

Name: _____

Date of observation: _____

Class: _____

Subject: _____

Reflect on the lesson. Highlight any particular points you want to discuss with your reviewer/observer.

1. What was the agreed focus of this observation?

2. Did the learners make progress? Do you have evidence of this?

3. Comment on the effectiveness and outcome of different activities in the lesson.

4. Reflection on teaching strategies – What did you do well/not so well? (voice, position, subject knowledge...)

5. Behaviour Management – which techniques did you use? What did you do well/not so well?

6. Comment on your professionalism

7. Action points: link these to how the lesson went in relation to the focus of the observation and indicate possible objectives for future lessons

Written/Reviewed: Senior Management, 2024

Next review due: October 2025

