

# Professional Learning

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## 1.0 Rationale

High quality professional learning is one of the cornerstones of an effective school. It enables staff to develop the high level skills and knowledge they need to improve their practice which is central to improving student learning. Teachers and education support staff need to be continuous learners who see their own learning as being fundamental to their membership of the profession – rather than something that is incidental or optional. Focused and needs-driven professional learning programs provide optimum opportunities for professional growth and the building of leadership capacity amongst staff.

## 2.0 Goals

- To provide opportunity for all staff to further their professional skills and/or qualifications.
- To provide opportunities for staff to further develop their awareness, knowledge and skills in current teaching and learning practices.
- To develop teachers with enhanced skills that in turn will improve student learning.

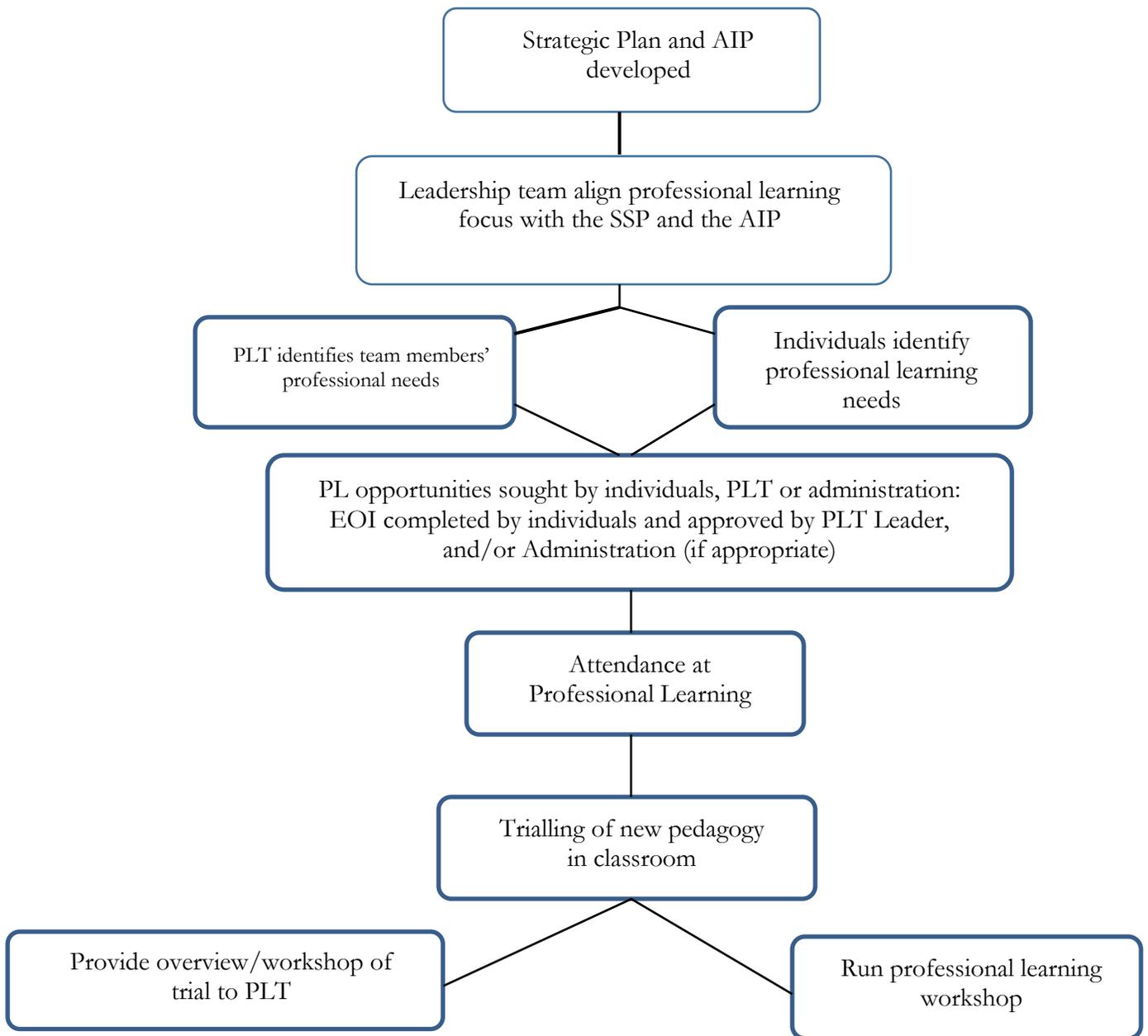
## 3.0 Implementation

- The school's delivery of professional learning for staff is based on the Department of Education and Training (DET) *Seven Principles of Highly Effective Professional Learning* (Attachment 1).
- A budget will be allocated to Leadership and to each PLT. Budget implementation will allow over time, for equity of resources amongst staff.
- Focus areas for professional learning will be identified by Leadership and Professional Learning Teams (PLT). All professional learning will be aligned with the School Strategic Plan (SSP) and Annual Implementation Plan (AIP).
- A school leadership member will be assigned the responsibility of Professional Learning Leader. Their role will be to inform staff of professional learning opportunities via email and flyers. They will also oversee a whole school Professional Learning Tracker in which the participation of staff members in professional learning each year is monitored. Each individual's professional learning is a shared responsibility between the school and the staff member.
- Each staff member's professional learning must also be tracked by the staff member. It is the individual staff member's responsibility to reference their professional learning to the Australian Institute for Teaching and School Leadership (AITSL) standards – as required in order for teachers to maintain their teaching registration.
- Staff wishing to participate in professional learning should approach the appropriate PLT (English, Maths/STEAM, or Health & Wellbeing) with a completed Expression of Interest (Attachment 2) for approval. This form will indicate the purpose of the professional learning, how it will benefit the teacher, how the teacher will share the knowledge gained, how it aligns with their PDP goals and the amount of money being requested.
- Once the professional learning is approved by the PLT, the staff member must complete a purchase order, book the professional learning, write the date in the school diary and inform the Assistant Principal of the time and date so that replacement staff or timetable changes can be arranged.



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- Upon completion of the professional learning, the staff member must arrange to share the information learned via overview or workshop to the PLT.
- Staff are also encouraged to seek (and provide) professional learning from other staff members.
- The following flowchart provides a summary of the process to be followed:





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## 4.0 Resources

- Professional Learning in Effective Schools  
<http://www.education.vic.gov.au/Documents/school/teachers/profdev/proflearningeffectivesch.pdf>

## 5.0 Evaluation

This policy will be reviewed in line with the four year Strategic Plan cycle, or as required.

## 6.0 End of Document

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## Appendix 1

### Principles of Highly Effective Professional Learning:

#### **1. Professional Learning is focused on student outcomes (not just individual teacher needs).**

- Aimed at maximizing student learning so that all students achieve their learning potentials. Make teacher professional learning student centred. Student outcomes will improve if professional learning increases teachers' understanding of how to represent and convey content in meaningful ways.

#### **2. Professional Learning is focused on and embedded in teacher practice (not disconnected from the school)**

- School based and built into day-to-day teaching. Working with colleagues to enable teachers to work together to identify problems, find solutions and apply them. Professional learning should be anchored in the school-based work of teachers but enriched with ideas and knowledge sourced from outside the school.

#### **3. Professional learning is informed by the best available research on effective learning and teaching (not just limited to what they currently know)**

- Improves the learning of all students and prepares teachers to apply research to decision-making. Immerses teachers in the content they teach and provide research-based knowledge about how students learn the content. Results of research need to be accessible to all- looking at effective teaching and learning, how students learn particular content, classroom management, assessment and curriculum.

#### **4. Professional learning is collaborative, involving reflection and feedback (not just individual inquiry)**

- Related to individual needs but organised around collaborative problem solving. Teams share knowledge, expertise and experience in order to deepen learning and improve student's outcomes to foster a mutual understanding of effective classroom practice. Teams create the conditions for collegial reflection and support and help spread the workloads more evenly. Constructive, objective and actionable feedback for targeting areas of improvement for the purpose of designing professional learning. Peer feedback from professional learning teams or mentors as well as from experienced teachers and school leaders.

#### **5. Professional learning is evidence based and data driven (not anecdotal) to guide improvement and to measure impact.**

- Data from a variety of sources is used to determine the content of teachers' professional learning and to design and monitor the impact of professional learning programs. Evidence collected regularly at the student, teacher and school level to help focus teacher learning.

#### **6. Professional learning is ongoing, supported and fully integrated into the culture and operations of the system - school, networks, regions and the centre (not episodic and fragmented)**



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- Ongoing, long term and sustained professional learning. Learning by reflecting, doing and refining is a long multi-staged process. Teachers need support for professional learning.

## **7. Professional learning is an individual and collective responsibility at all levels of the system (not just the school level) and it is not optional.**

- Linked to the school's performance goals- these goals also reflect the needs and aims of the Region and the Centre. Work collaboratively with the Region, Central and key stakeholders to determine strategies for improvement and share best professional learning practices to drive school and system-wide improvement.



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## Appendix 2



### Expression of Interest to attend Professional Development (EOI closing date is one week prior to enrolment date)

Professional Development \_\_\_\_\_

Day/Dates \_\_\_\_\_

Presenter/s \_\_\_\_\_ Cost: \_\_\_\_\_ CRT Replacement: YES /NO

How does this professional learning add value to Cheltenham East Primary School?	
How will this professional learning connect and add value to your own learning goals?	
How does this link to the AIP?	
How and when do you intend to share this knowledge with all colleagues? Who will track and monitor outcomes or success at the school?	
<ul style="list-style-type: none"> <li>• Time for sharing professional learning</li> </ul> When -	<ul style="list-style-type: none"> <li>• Procedure – refer to the flow chart</li> </ul> PLT Sharing -  Workshop -
Applicants Name: _____ Date: _____ PLT Leader Signature : _____ Date: _____ Admin Approval: _____ Date: _____ (Prin/AP)	
Attach the copy of the professional learning information  Please refer to CEPS Professional Development Policy  Staff must not book professional learning until Administration approval is gained and signed off.	