Professional Development Policy

Background

Teaching is a complex and ever changing profession. In order to promote professional growth, keep up to date with current teaching methodology, Department of Education and Training (DET) initiatives, school priorities and responsibilities associated with their role, school staff undertake regular professional development (PD) to ensure they have the knowledge and skills to perform their role to a high level and have a positive impact on student learning.

Professional Development is the formal or informal learning experiences undertaken by teachers and school leaders that improve their individual professional practice, and the school's collective effectiveness, as measured by improved student learning, engagement with learning and wellbeing *(Australian Charter for the Professional Learning of Teachers and School Leaders- August 2012).*

DET recognises the importance of professional learning for the education system as a whole. Information about this can be found at:
http://www.education.vic.gov.au/school/teachers/profdev/Pages/approaches.aspx

Purpose

To:
- Develop, implement and monitor a relevant Staff Professional Development Program.
- Ensure that all staff undertake regular professional development so they build on and extend their skills.
- Ensure that staff have the skills to implement the goals and priorities in the school's Strategic Plan, Annual Implementation Plan (AIP) and their performance and development plan and have a positive effect on student learning.

Implementation

- The Principal has the overall responsibility of implementing this policy, but may delegate certain roles to suitably qualified staff.
- The school will provide an adequate PD Budget, which will be reviewed annually by the Principal, Staff and School Council. This will include subscription costs to the EMS360 system that the school uses to track PD.
- The Principal may nominate a leader to manage PD in the school as part of their roles and responsibilities. Their role may include managing the PD budget (in conjunction with the Business Manager), booking CRT's and ensuring staff share their learning.
- All staff must complete an annual Performance and Development Plan (PDP) outlining their goals for the year and suggesting professional development that may assist them in achieving these goals.

Engaging Minds Together

- Any PD taken by staff must be linked directly to the school's Strategic Plan, AIP, their PDP Plan, role or DET initiatives. The school may also request to send staff to a professional development activity to support the school in implementing a particular initiative. In addition, when thinking about professional development they should look for courses that:
    - o Assist them to meet the identified needs of students to achieve immediate goals and long-term outcomes.
    - o Encourage them to find new solutions to persistent issues by challenging their assumptions about their practice.
    - o Are based on current research on effective leadership, teaching and learning.
    - o Link closely to school, sector and system goals and initiatives.
    - o Are matched to the experiences, strengths, current knowledge, career stage and goals of the learner.
    - o Are available when needed *(Australian Charter for the Professional Learning of Teachers and School Leaders- August 2012).*

- Staff PD can include and is not limited to: attending conferences/PD sessions outside the school, network meetings, personal/group professional reading activities, online courses, shadowing, coaching, visiting other schools, participation in Leadership Forum, Curriculum Day initiatives and Victorian Institute of Teaching (VIT) requirements (http://www.vit.vic.edu.au/Pages/default.aspx) Appendix D: Effective Professional Learning demonstrates the Effective Professional Learning Model.
- Any request for PD must be made using the school's online PD system EMS360. Any information regarding the PD activity should be attached. Where practical, all submissions will be discussed with the Leadership Team for ratification.
- The school will cover all associated cost of PD activities using the PD budget. However, in certain circumstances if the costs are high, a staff member may be asked to fund part/all of the PD activity.
- After a staff member has attended a PD activity they will report their learning to other staff members and where appropriate the school community. This could be a presentation at a staff or team meeting, writing a newsletter article, sharing materials given at a PD activity or a written report to be saved on the staff server.
- Staff members are encouraged to keep a record of their own PD activities using EMS360 as they could be audited by the VIT. See the VIT website for more information on this- http://www.education.vic.gov.au/about/department/vlc/Pages/default.aspx

Evaluation

- EMS360
- Professional Development Budget
- Staff PDP Plans
- Student achievement data e.g. AusVELS, NAPLAN
- Achievement of goals in AIP and Strategic Plan

Document Status

Reviewed	School Council Ratification	Next Review
June 2016	19th July 2016	19th July 2019

Appendix D: Effective professional learning

Principles of Highly Effective Professional Learning	Teacher Knowledge and Skills	Effective Professional Learning Models
1 Focused on student outcomes	**PEDAGOGICAL KNOWLEDGE** • Understanding of how to create classroom environments that support learning, including the use of ICT • Knowledge of effective classroom management strategies • Understanding of and beliefs about learners, how they learn and how learning can be supported by teaching • Knowledge of activities that develop metacognitive abilities and how they can be integrated into the curriculum	• PROFESSIONAL LEARNING TEAMS (LEARNING AREA, YEAR LEVEL, CROSS-CURRICULA) – Action Learning – Examination of Student Work – Study Groups – Lesson Study – Case Discussions
2 Focused on and embedded in teacher practice		• PEER OBSERVATION
3 Informed by best available research on effective teaching and learning		• MENTORING
4 Collaborative, involving reflection and feedback	**DISCIPLINE KNOWLEDGE** • In-depth knowledge of subject area – the facts, concepts, ideas and procedures within a discipline and the relationships between them • Understanding of the explanatory frameworks that affect the organisation of content and the questions that guide further inquiry • Ability to use and integrate the language specific to the discipline into classroom activities	• COACHING • IN-HOUSE PROGRAMS
5 Evidence based and data driven to guide improvement and measure impact		• EXTERNAL CONSULTANT / CRITICAL FRIEND • EXTERNAL WORKSHOPS • ACCREDITED COURSES
6 Ongoing, supported and fully integrated into the culture and operations of the system - schools, networks, regions and the centre	**PEDAGOGICAL CONTENT KNOWLEDGE** • Knowledge of how students learn particular subject matter, including common preconceptions and misconceptions • Skill to effectively organise and present subject matter, including models, examples, metaphors, simulations and demonstrations • Knowledge of different approaches to and purposes of assessment • Knowledge of available, high quality curriculum materials	• STRUCTURED PROFESSIONAL READING • PERSONAL PROFESSIONAL READING • PRACTICUMS / SCHOOL VISITS
7 An individual and collective responsibility at all levels of the system		• ONLINE LEARNING • PROFESSIONAL CONVERSATIONS