POLICY: PROFESSIONAL DEVELOPMENT

PURPOSE:
High quality professional development enables staff to develop the high-level skills and knowledge they need to improve their practice which is central to improve student learning. Focussed and needs-driven professional development programs provide optimum opportunities for professional growth and improved student learning.

AIMS:

- 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.
- To ensure all school councillors have the opportunity to develop the skills they require, to exercise their responsibilities in the most effective manner.
- To induct new staff members

IMPLEMENTATION:

- Each staff member's performance will be monitored each year through the Performance and Development process. Feedback from student learning data will play a significant role in determining professional development.
- Each staff member will complete a Performance and Development plan that is embedded within and reflects the performance review process.
- Professional development will centre around a whole school approach based on research based effective learning and teaching best practices.
- The school's delivery of professional development for staff is based on the department's *Seven principles of highly effective professional development.* See Attachment 1
- The assistant principal will be assigned the responsibility of the Professional Development (PD) Coordinator. The role will be to inform staff of professional development opportunities, which in turn will reflect primarily the whole school approach to the teaching and learning programs, and individual staff needs as identified in performance review plans. The PD coordinator will also play a role in coordinating and organising professional development activities for individuals and the whole school, as well as communicating any replacement teacher needs with the Casual Relief Teacher Co-ordinator.
- A budget will be allocated to professional development each year and adhered to. Budget implementation will allow, over time, for equity, where possible, of resources amongst staff, and include an amount for incidental professional development. The Professional Development Coordinator will be responsible for its implementation.
- All professional development activities will be recorded on the data base, PD Tracker and staff provided with records of their attendance termly.
- Staff attending professional development influencing whole school development will be obliged to provide training for the remaining staff members.
- Staff are encouraged to seek (and provide) professional development from other staff members. Leading teachers and learning specialists will reinforce the whole school approach by demonstrating lessons, observing and providing feedback of staff teaching and facilitating school-wide professional development, to embed the learning and teaching best practices.
- All staff attending professional development have a responsibility to report to their Professional Learning Team (PLT) members about the activity and its benefits, etc.

- As part of the Victorian Government Schools Agreement 2022, in 2022 each teacher is entitled to two professional practice days, one day to be student free and the second day to be organised with students attending, to focus on the improved delivery of high-quality teaching and learning. These days are in addition to existing student free days and pro-rata for a teacher employed part-time. The work undertaken on these days will be consistent with departmental and school priorities and selected from the following areas: planning, preparation, assessment of student learning, collaboration, curriculum development, relevant professional development and peer observation including feedback and reflection. In 2024 and beyond one day will be scheduled as a professional practice day.
- Specialist teaching staff members are to attend Specialist Network meetings. Graduates are encouraged to attend the local Graduate Network meetings. The English, Mathematics Leaders and Learning Specialists will attend the Casey Central Literacy and Numeracy Network meetings, if these networks are made available.
- School councillors have an obligation to undertake professional development so that they may perform their roles to the best of their abilities.

POLICY REVIEW AND APPROVAL:

Policy last reviewed	13/6/2023
Consultation	Consultation with school council and approved by School Council
Approved by	James Bell, principal
Next scheduled review date	June 2027

ATTACHMENT 1

The **seven principles** are designed to underpin the delivery of high -quality professional learning to improve student outcomes and apply to all levels of the system – school, network, region and state.

Principle 1: Professional learning is focused on student outcomes (not just individual teacher needs).

Principle 2: Professional learning is focused on and embedded in teacher practice (not disconnected from school).

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

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

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

Principle 6: Professional learning is ongoing, supported and fully integrated into the culture and operations of the system – school, network, region and state (not episodic and fragmented).

Principle 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.