

PROFESSIONAL DEVELOPMENT POLICY

KATANDRA SCHOOL

NOVEMBER 2020

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Note: Evaluation of this policy will be reviewed as part of the school's four-year strategic plan and align to any changes.

At Katandra we believe, in order for the school to become a true learning organisation where staff continually strive to be at the leading edge of knowledge about education, the crucial importance of professional development must be recognised.

PURPOSE

To provide for professional development which is clearly focussed on improving teaching and learning practices.

To support the implementation of the School Strategic Plan, Annual Implementation Plan and other curriculum initiatives and DET priorities.

To facilitate the achievement of individual staff member's professional and career advancement goals.

To provide opportunities for all members of the school community to gain knowledge and experience.

RATIONALE

High quality professional development 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. Like the members of other professions, 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 development programs provide optimum opportunities for professional growth and the building of leadership capacity among staff.

AIMS

To provide opportunities for all staff to further their professional knowledge and skills in best teaching and learning practices, leadership, student engagement and wellbeing, and student transition.

To build staff capacity to lead specific areas of the school such as student learning, student engagement and wellbeing and student transition.

IMPLEMENTATION

- The school's delivery of professional development for staff is based on the Department's seven principles of highly effective professional learning (Attachment 1).
- Whole-school professional calendar will be published at the beginning of each school year for curriculum days and the last week of each term prior to the next for term based. (This calendar may need to be modified throughout the year based on school and staff needs).
 - Day 1- First day of the school year: Term 1
 - Day 2- Second day of school year: Term 1
 - Day 3- The Tuesday after Queens Birthday: Term 2
 - Day 4- Monday or Friday Week 5 of term: Term 3
 - Day 5- The Friday of week 9, before the Head Start Program: Term 4
- A school leadership member and principal will be assigned the responsibility of professional development leader. Their role will be to inform staff of professional development opportunities via email and fliers, which in turn will reflect individual staff needs as identified in performance review plans. The leader and principal will also play a role in coordinating and organising professional development activities for individuals and the whole school.
- Each individual's professional development is a shared responsibility between the school and the staff member.
- Each staff member will develop a personal professional development plan that is embedded within, and is reflective of the Department's performance review process and AITSL standards. The personal professional development plan will allow for both the school's identified needs, and those of a professional interest.
- The school will only fund professional development that aligns to the school's strategic plan and key improvement strategies.
- Each staff member's professional development will be tracked by PD Tracker. It is the individual staff member's responsibility to reference their professional development to the Australian Institute for Teaching and School Leadership (AITSL) standards – as required in order for teachers to maintain their teaching registration.
- Staff are encouraged to seek from and provide professional development to other staff members. Key staff will be allocated to facilitate coaching and/or mentoring roles within the school. The coordinators and leaders will provide PD at Staff meetings, PLC's and Spotlight on Learning, Workshops or Curriculum days.
- A budget will be allocated to professional development each year. Budget implementation will allow, over time, for equity of resources among staff. The professional development leader will be responsible for its implementation.
- School council will provide adequate resources for funding the professional learning

of staff.

- All staff wanting to attend externally provided professional development will need to complete a PD request form (Green form in staff room) then submit through PD Tracker and submit it to the professional development leader/principal. The requests will be discussed at Leadership Team meetings where they will be either accepted or declined. Where a request is declined, an explanation will be provided and alternative professional learning experiences will be suggested (where possible). Staff attending externally provided professional development have a responsibility to provide a brief verbal report to the remainder of the staff about the activity and its benefits to enable shared internal learning. This will be done at PLC and staff meetings.
- If a staff member works part time or is absent from meetings or professional learning opportunities, it is their individual responsibility to access the slides from the professional development folder on sentral, or consult a colleague on what was discussed and learnt.

HOW PROFESSIONAL DEVELOPMENT LOOKS AT KATANDRA

(a) Professional Learning Community (PLC)

Professional learning communities are broken into a 3-stage process at Katandra and focus on building staff capacity in areas of pedagogy, curriculum, assessment, behaviour management and key departmental initiatives or educational reform based on evidence-based research. PLC's at Katandra are broken into the following:

Stage 1 – Teaching, Learning & Assessment

These sessions are for teachers and will be facilitated by a leading teacher/learning specialist. The session will be carefully planned with a term planner and a clear agenda focus of activities and discussions each week, Based on the clinical cycle of teaching. These sessions may be allocated during the school day as part of Teacher release of face to face duties if the timetable permits or may be offered after school.

Teaching and Learning sessions primary focus on the 'what' and 'how' to teach (Pedagogy), Assessment, Moderation and Data collection at Katandra school to ensure consistency across all classrooms and programs.

Teachers will work collaboratively on professional learning and build capacity in areas of the e5 instructional framework, High Impact Teaching Strategies (HIT's), DET Practice Principles, Victorian Curriculum, Term Planning, Inquiry based learning and specific English

and Maths programs as identified in the annual implementation guide. It will focus on identifying student growth and achievement through looking at students using the clinical cycle of teaching.

These sessions will also include planning for: Learning walks, peer observations and student shadowing as part of the professional development journey.

Stage 2 Behaviour/Wellbeing Learning Teams (BWL)

These sessions are offered and compulsory to classroom teachers. Teachers are broken into collegiate learning teams and the sessions are facilitated by the Assistant Principal.

These sessions may be allocated during the school day as part of Teacher release of face to face duties if the timetable permits or may be offered after school. Teachers will work collaboratively on professional learning and build capacity in areas of Child Safe Standards, SWPBS, Respectful Relationships, Social Skills Programs, Behaviour Support Plans and General Behaviour Management.

Stage 3 Spotlight on learning

Spotlight learning sessions will be offered to Teachers and Educational support staff and will run a minimum of one session throughout each term

These sessions will run on Wednesday from 3.30-4.30pm and will be set to a term planner with an agenda focus of professional learning aligned to priorities explored in PLC's and in the AIP and school improvement. External presenters may also attend to provide professional learning. Sessions will often be facilitated by the leadership team.

(b) Staff Meeting

Staff meetings are a regularly scheduled professional learning opportunity for all staff and will occur as 4 x 15 minute briefings from 8.30-8.45am in 2020. All staff are expected to attend.

The meetings will follow the scheduled term plan and be facilitated by the leadership team providing information, professional discussions and sharing learning opportunities.

(c) Curriculum Days

Curriculum days will be planned in advance in term 4 by the leadership team for the coming year.

The curriculum days will align directly to professional learning and building capacity in areas of school improvement that are in that current year's annual implementation plan or school strategic plan.

The allocated days can be seen above, and curriculum days will either be run onsite at school or when possible off site at another location.

Curriculum days may be facilitated by school staff or an external presenter may be sourced when appropriate.

Curriculum days are an opportunity for all staff to have professional learning together.

(d) Professional Practice Days

Each teacher is entitled to one day per term (four days per year) release from their scheduled duties, including teaching, to focus on the improved delivery of high-quality teaching and learning. These days are in addition to existing pupil 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.

The focus of each day for each teacher will be nominated by the teacher and agreed in consultation with the principal.

(e) External Professional Development

External professional development is available for all staff across the school. The principal and leadership team will identify relevant external professional development that aligns to the school's strategic targets and school improvement and this will be offered to relevant staff across the school.

Staff are also welcome to look at professional development and submit an application to the Leadership team who will evaluate the proposal against school priorities, budgets and daily organisation procedures.

REVIEW CYCLE

This policy was last updated on 16th November 2020 and is scheduled for review in 2022

This Code of Conduct or Policy was endorsed/approved by the Katandra School Council on November 2020 for review if legislative or other changes require in the interim or no later than November 2022.

Date Implemented	November 2020
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Author	Rhett Watts
Approved By	School Council
Approval Authority (Signature & Date)	School Council President: Kellie Easton Signature Date
Date to be Reviewed	November 2022
Responsible for Review	Rhett Watts, Thomas Cazaly
References	Victorian Government Schools Reference Guide

ATTACHMENT 1

Department of Education and Training: Seven principles of highly effective professional learning. 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 centre.

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

Professional learning is aimed at maximising student learning so that all students achieve their learning potential. Using multiple sources of student outcomes data, teacher professional learning should be guided by analyses of the differences between goals and standards for student learning and student performance.

Such analysis will define what teachers need to learn, make teacher professional learning student centred, and increase public confidence in the use of resources for professional learning. Student outcomes will improve if professional learning increases teachers' understanding of how to represent and convey content in meaningful ways.

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

Teacher professional learning should be school based and built into the day-to-day work of teaching. The most potent and meaningful learning experiences occur in the school, where teachers can address the immediate problems and challenges of learning and teaching.

Being situated close to the classroom and their colleagues enables teachers to work together to identify problems, find solutions and apply them. This does not imply that beyond school learning experiences, such as postgraduate studies or attendance at workshops and seminars, are not valuable. External learning opportunities can complement school-based professional learning. Professional learning should be anchored

in the school-based work of teachers but enriched with ideas and knowledge sourced from outside the 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)

Teacher professional learning that improves the learning of all students prepares teachers to apply research to decision-making. Successful professional learning programs immerse teachers in the content they teach and provide research-based knowledge about how students learn that content. Results of research need to be made accessible to teachers to enable the expansion and elaboration of their professional knowledge base. This research should include information on effective teaching and learning, how students learn particular content, classroom management, assessment and curriculum.

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

Teacher professional learning opportunities should relate to individual needs but be organised around collaborative problem-solving. Organised in teams, educators take collective responsibility for solving the complex problems of teaching and learning and improving student outcomes. Teams share knowledge, expertise and experience in order to deepen learning and to foster a mutual understanding of effective classroom practice.

Teams create the conditions for collegial reflection and support and help to spread workloads more evenly. Constructive, objective and actionable feedback on teacher practice is important for targeting areas where a teacher needs to improve his or her performance and for the purpose of designing professional learning opportunities that address areas for improvement.

Competent, experienced teachers, school leaders or an expert sourced from outside the school can also provide teachers with feedback on their professional learning. For example, feedback from a trusted peer on the operation of a professional learning team or a coaching or mentoring partnership is useful to gauge the effectiveness of such strategies.

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

Data from different sources can be used to determine the content of teachers' professional learning and to design and monitor the impact of professional learning programs.

Evidence, rather than anecdotes, needs to be collected regularly at the student, teacher and school level to help focus teacher learning.

Student journals, for example, can be analysed to identify areas where students are struggling or how students are progressing from one month to another. Data can be used to measure and improve the impact of professional learning. Formative evaluations allow teachers to make mid-program refinements and corrections, while summative evaluations measure the effectiveness of professional learning activities and their impact on teacher practice, knowledge and student learning.

Principle 6: Professional learning is ongoing, supported and fully integrated into the culture and operations of the system – schools, networks, regions and the centre (not episodic and fragmented)

Professional learning needs to be ongoing, long term and sustained. Significant and long-term change in teacher practice does not occur in a matter of weeks but more often over months or years.

Learning by doing, reflecting and refining is a long, multistage process. Teachers need support for their professional learning. Solving complex problems and implementing innovative practices may require outside expertise and additional resources.

Encouragement and recognition are also crucial to maintaining effort since finding new ways to do things is difficult and often painful. Sustained, immediate and quality support is essential to ensure improvement in schools and classrooms, particularly when unexpected problems arise. Supported, ongoing professional learning must be embedded in the system. Central and regional staff have a responsibility to model good practice by participating in ongoing professional learning.

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.

Professional learning should occur at all levels of the system. It is an individual and collective responsibility encompassing schools, regions and the centre. For teachers and school leaders, professional learning needs to be linked to schools' performance goals. These goals in turn need to reflect the needs and aims of the regions and the centre. Professional learning is inextricably linked to enhancing the capacity of the system as a whole.

Central and regional offices and key stakeholder groups should work collaboratively to determine strategies for improvement and share best professional learning practices to drive school and system-wide improvement.

Reference: <https://www.education.vic.gov.au/Documents/school/teachers/profdev/proflearningeffectivesch.pdf>