Wales Street Primary School

PROFESSIONAL DEVELOPMENT POLICY

Policy No.1.18

Preamble
Professional development programs provide optimum opportunities for professional growth, enhanced diversity of skill sets and knowledge to improved student learning outcomes.

Purpose
- To provide support and 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 staff skills and knowledge to improve student learning outcomes and School Council members in the achievement of the Key Improvement Strategies and Achievement Milestones (Changes in practice and behaviours) of the School Strategic Plan.

Implementation:
- Ongoing and needs driven professional development will be an obligation of all professionals.
- Each individual’s professional development will be a shared responsibility between the school Professional Learning Teams (PLT’s) and the staff member.
- Each staff member will develop a personal professional development plan that is embedded within the school Strategic Plan, PLT Key Improvement Strategies and reflects the performance review process.
- The personal professional development plan will allow for both school identified needs, and DEECD initiatives.
- A staff member will be assigned the responsibility of Professional Development Coordinator. Their role will be to inform staff of professional development opportunities, which in turn will reflect individual staff needs as identified in performance review plans. The 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.
- A budget will be allocated to professional development each year and adhered to. Budget implementation will allow, over time, for equity of resources amongst staff, and include an amount for incidental professional development. The professional development coordinator will be responsible for its implementation.
• Staff are encouraged to seek and provide professional development from other staff members within the school (mentor program).
• All staff attending professional development have a responsibility to report back to the remainder of staff about the activity and its benefits and or implications etc. Time will be provided during staff meetings or staff professional development meetings for staff members to feedback the information gained.

**Evaluation:**
- This policy will be reviewed as part of the school’s four year review cycle.

Appendix attached.
Appendix: PD Application/Attendance Process

1. PD advertisements to be placed in folder in staffroom and/or given to Curriculum Leaders
2. Consult Curriculum Leader for recommendation
   OR
   If personal PD (as detailed in Performance & Development Plan) see Principal/Nominee
3. Staff member to complete PD Application form completed (see intranet for copy below)
4. Submit PD Application for approval to Professional Development Coordinator
5. If approved applicant to provide copy of Application to Business Manager to organise payment
6. Applicant to organise enrolment in the PD activity
7. Applicant to organise replacement details (if required) with Assistant Principal
8. When program/activity completed report back to staff/ PLT as detailed on Application form and commence utilisation of new knowledge and skill.

The professional program at WSPS is build upon the Seven Principles of Highly Effective Professional Learning:

1. Professional learning is focused on student outcomes (not just individual staff needs)
2. Professional learning is focused on and embedded in staff practice (not disconnected from 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)
4. Professional learning is collaborative, involving reflection and feedback (not just individual inquiry)
5. Professional learning is evidence based and data driven (not anecdotal) to guide improvement and to measure impact
6. Professional learning is ongoing, supported and fully integrated into the culture and operations of the school system – classrooms, activities and PLT’s (not episodic and fragmented)
7. Professional learning is an individual and collective responsibility at all levels of the system and it is not optional.

In addition to these principles the school framework needs to encompass and reflect:

- DEECD Performance and Development Guide with its Performance and Development Cycle, Professional Standards and Indicators of Performance
- The School Performance and Development Framework
- The school’s involvement in the work of the Achievement Improvement Zone (AIZ)
- Utilizing School data including the Staff and student Surveys and the Diagnostic Review and Performance and Development Reports and their recommendations.

**Staff Performance and Development at WSPS:**
Staff performance and development approach will involve a seven step approach and the following process. The establishment of a Mentor / Buddy, a PLT collegiate team approach with shared goals and targets and individual goals and targets based on roles/ activities within the school and the relevant level of Dimensions of Teaching and/or Professional Standards capacities identified by all staff.

1. Individual staff member to organize a Mentor/Buddy and then identify from your Dimensions of Teaching and/or Professional Standards Level at least two areas that you would like to focus on.

2. PLT leaders and teams meet to identify collegiate Key Improvement Strategies, Actions and Achievement Milestones (Changes in practice and behaviours). These are to be collegiately developed, monitored and assessed.

3. Meet with Principal/Nominee and finalise the Initial Cycle of the Performance Plan.

4. Continue to meet regularly (at least once a term) with Mentor/Buddy and PLT teams to monitor and assessed your Dimensions of Teaching and collegiate team goals and targets.

5. Before the end of the school year collegiate assessment of PLT Key Improvement Strategies, Actions and Achievement Milestones (Changes in practice and behaviours).

6. From January to April complete assessment of individual Dimensions of Teaching and Professional Standards Level with Mentor/Buddy and develop new areas and PLT Collegiate Key Improvement Strategies, Actions and Achievement Milestones.

7. In May meet with Principal/Nominee and finalise Performance Plan and commence the Initial Cycle of the Performance Plan.
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<tr>
<th><strong>WS.P.S. Professional Development Application Form</strong></th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
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<td><strong>PD Program:</strong></td>
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<td><strong>Presented By:</strong></td>
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<td><strong>Date:</strong></td>
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<td><strong>Venue:</strong></td>
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<td><strong>Cost of Program:</strong></td>
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<td><strong>Will CRT cover be required? Yes / No</strong></td>
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<td><strong>Reason for applying for this program:</strong></td>
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<td>Links to role in the school or School Strategic Plan:</td>
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<td>Links to Performance and Development Plan:</td>
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<td><strong>How will you use your learning from the program?</strong></td>
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<td><strong>How will you share your learning with other staff?</strong></td>
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