

PROFESSIONAL DEVELOPMENT POLICY

Policy No. 1.18

Preamble

Professional development programs aim to provide optimum opportunities for professional growth, enhanced diversity of skill sets and knowledge to improve 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 and the PYP Action Plan.

Implementation:

- Ongoing and needs driven professional development will be an obligation of all staff members.
- Each individual's professional development will be a shared responsibility between the school Professional Learning Teams (PLT's) and the staff member.
- A member of the leadership team will be assigned the responsibility of Professional Development Coordinator. Their role will be to inform staff of professional development opportunities, which are aligned with school improvement strategies. 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 for professional development each year and adhered to. Budget implementation will allow, over time, for equity of resources amongst staff, and include money set aside for incidental professional development. The professional development coordinator will be responsible for its implementation.
- Staff are encouraged to seek professional development from other staff members within the school.
- All staff attending professional development has a responsibility to report back to their PLT about the activity and its benefits and or implications etc. Time can be provided during staff meetings or during PLT meetings to feedback the information gained either formally or informally
- It is requirement of Victorian Institute of Teaching (VIT) registration that all teaching staff complete 100 hours of professional development over a five year cycle of registration, to maintain their current registration. Staff are

responsible for tracking their own professional learning and keeping accurate records for VIT auditing purposes.

- Professional development is an integral part of the Staff Performance and Development review. At Wales Street Primary School, we have a Staff Performance Review process in place to support the professional learning and growth of all staff.
- All templates and guidelines can be found on the staff shared drive.
- Mentoring is a common practice within professional learning teams and for new and returning staff.
- PYP Teach-meets and open schools fortnight are annual professional development opportunities available to all staff through the year.

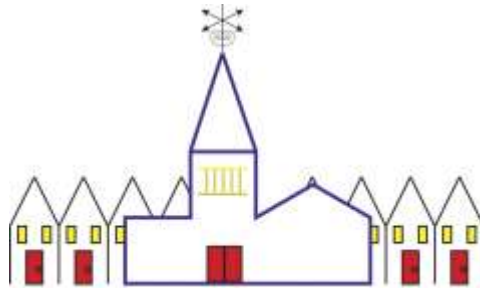
Evaluation:

- * This policy will be reviewed as part of the school's three year review cycle.

ATTACHED:

Appendix A- PD application/Attendance process

Appendix B- Performance and Development Review Process



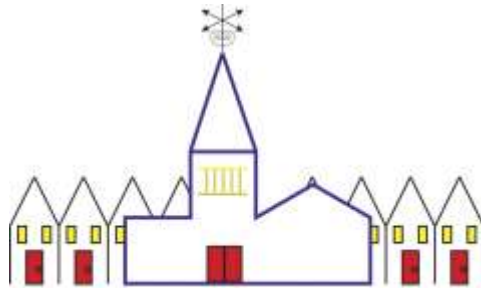
Appendix A: PD Application/Attendance Process

Process:

1. PD advertisements will be emailed to staff as deemed appropriate to the needs of staff and as identified in the Strategic Plan.
2. Staff member to email the PD coordinator of his/her interest in a professional development opportunity for approval or alternatively submit PD Application for approval to Professional Development Coordinator (see attached form)
3. *If approved*, applicant to provide copy of Application to Business Manager to organise payment
4. As most professional development is online, applicant will responsible for registering enrolment in the PD activity.
5. Applicant to notify Assistant Principal of absence so that a replacement can be organised. Applicant responsible for leaving a work plan for the CRT.
6. When program/activity completed, the staff member is responsible for reporting back to PLT to 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
4. Professional learning is collaborative, involving reflection and feedback
5. Professional learning is evidence based and data driven to guide improvement and to measure impact
6. Professional learning is ongoing, supported and reflected in the culture and operations of the school system – classrooms, activities and PLT's
7. Professional learning is an individual and collective responsibility at all levels of the system



Appendix B: 2015-2016 Performance Review Process

- Staff to develop their professional learning goals at the beginning of the calendar year from 2016 using the DET guidelines and template.
- Meet in early **term 3** with Principal or Nominee as part of the mid cycle review to monitor progress against set goals.
- In November, complete your assessment with the Principal or Nominee and evaluate your goals as part of the end cycle process.
- Discuss and develop new Domain goals to begin the next cycle.

The development of goals should be:

Specific – the goal is focused; for example, by content area, by learners' needs

Measurable – an appropriate instrument/measure is selected to assess the goal

Attainable – the goal is within the teacher's control to effect change

Realistic – the goal is appropriate for the teacher

Time limited – the goal is contained to a single school year