

PROFESSIONAL DEVELOPMENT POLICY

*The Currajong School takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures, and practices meet all **Child Safe Standards as specified in Ministerial Order No. 1359 (2022)***

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

At The Currajong School 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 priorities.

To facilitate the achievement of individual staff members' 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 evidence based principles of highly effective professional learning.
- Whole-school professional development calendar will be published at the beginning of each school year for the curriculum days, and for each terms meeting schedule will be published to staff in the last week of each term prior to the next. (This calendar may need to be modified throughout the year based on school and staff needs).
- A school leadership member and the Principal will be assigned the responsibility of professional development leader. Their role will be to inform staff of professional development opportunities via email and flyers, 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 plan 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 school'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, Professional Learning Communities (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.
- The School Board 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 THE CURRAJONG SCHOOL

(a) Professional Learning Community (PLC)/Teacher Meetings

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

Stage 1 – Teaching, Learning & Assessment

These sessions are for teachers and will be facilitated by a leader or teacher. 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 The Currajong School 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), 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. They may be part of Teacher meetings or Staff meetings.

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 as part of the Teacher meetings.

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, or another teacher.

(b) Staff Meeting

Staff meetings are a regularly scheduled professional learning opportunity for all staff and will occur every Monday 3.30. All staff are expected to attend.

The meetings will follow the scheduled term plan and be facilitated by the leadership team or another staff member providing information, professional learning, 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 with 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 generally fall at the start of each term, 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 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.

EVALUATION

This policy will be reviewed as per our three-year review cycle or more often if necessary due to changes in regulations or circumstances.

Approval date:	Approved by:	Next review:
October 2021	School Board	October 2024



The Currajong School acknowledges the traditional owners of this country throughout Australia and their continuing connection to land and community. We pay our respects to them and their cultures and to the Elders past, present and emerging.