



## **Professional Learning Policy and Procedures**

### **1. Rationale**

Kirrawee High School has a proud tradition of classroom learning, student leadership, arts and sporting achievement. We acknowledge that this is based on a broad base of teacher expertise. Teachers and School Administrative and Support Staff (SASS) at Kirrawee High are therefore lifelong learners who continuously update and strengthen their practice in order to improve and extend comprehensive learning outcomes for all students.

It is also recognized that teaching is a complex profession and that the research that drives improvement is constantly evolving. This improvement is essential to high quality practice and is a foundation of high performing schools. By extension, high performing schools build the leadership capacity of all staff, which supports expert practice and, where desired, aspirational goals.

### **2. Aims**

- 2.1 All staff to continually develop professional skills as fundamental to professional practice and delivering improved student outcomes.
- 2.2 To meet the individual and collective learning needs of students in order that they can adapt to a changing world.
- 2.3 To remain up-to-date with contemporary research and practice that is based on sound research that has been shown to improve student outcomes.
- 2.4 To build capacity through professional networks, collegiality and peer support that seeks to raise the collective standards and practice of all staff at Kirrawee High.
- 2.5 To acknowledge that inertia or routine is not necessarily compatible with improvement and the evaluative practices that guide ongoing skill development.

### **3. Implementation**

- 3.1. Professional learning will contribute to improved student outcomes at Kirrawee High.
- 3.2 Acknowledge as educators the importance of professional growth for motivation and developing skills and practice, including the following key areas:
  - 3.2.1 Pursue ongoing professional learning in all aspects of work.
  - 3.2.2 Reference professional literature that supports area of practice.
  - 3.2.3 Critically reflect on practice, achievements, and the improvements that build our practice.
  - 3.2.4 Contribute to the shared professional learning of colleagues.
  - 3.2.5 Contribute to School Plan priorities.
- 3.3 Teaching staff and SASS will participate in activities organized by the school, professional bodies and the Department in response to identifying learning needs and developing personal professional learning opportunities.
- 3.4 Professional learning may include, although not limited to, the development of knowledge, skills and understandings related to teaching, learning, leadership, management and administration. These can be related to personal professional goals and role specific needs at different career stages.
- 3.5 Monitoring by head teachers within faculty also identifies specific individual and faculty professional learning needs. PDPs also provide an individual framework offering opportunities to articulate goals and generate professional discussion.





- 3.6 The Professional Learning Team will develop annual goals and evaluates outcomes of professional learning, taking account of individual needs and the priorities articulated within the school plan. The committee leads, coordinates, evaluates and reports on the implementation of the professional learning component of the school plan.
- 3.7 The school Professional Learning Team will consist of:
- 3.7.1 The Principal
  - 3.7.2 Deputy Principal(s)
  - 3.7.3 Head Teacher, Teaching and Learning
  - 3.7.4 School Administrative Manager (SAM)
- 3.8 Funds will be prioritised and allocated according to the priorities listed below. Allocation of funding will be overseen by DP Curriculum via request from individual teachers, faculties and other school teams. All expenditure is to be accounted for using Department procedures and according to RAM accountability. Funds can be expended in many ways, e.g. workshops, conferences, courses, online learning, subscriptions, professional resources such as books, electronic publications, journals, external professional providers etc.
- 3.9 Categories for Professional Learning are:
- 3.9.1 School Plan goals
  - 3.9.2 Department of Education priorities
  - 3.9.3 Faculty, subject and course specific PL
  - 3.9.4 Support staff needs
  - 3.9.5 Other programs and initiatives
  - 3.9.6 Individual and beginning teacher needs

#### **4. Associated Documents**

- 4.1. DoE Professional Learning <https://education.nsw.gov.au/teaching-and-learning/professional-learning>
- 4.2. 'Great Teaching, Inspired Learning' <https://education.nsw.gov.au/our-priorities/strengthen-teaching-quality-and-school-leadership/great-teaching-inspired-learning-at-a-glance>
- 4.3. School Plan (website reference)
- 4.4. Australian Teacher Standards

#### **5. Evaluation**

- 5.1. This policy will be evaluated as part of a three year cycle or when necessary. The Professional Learning Plan will be evaluated at the end of each teaching year. The new plan developed from these reflections, school plan and staff needs and feedback.

#### **6. Contact**

- 6.1. HT Teaching and Learning
- 6.2. Deputy Principal Curriculum

