

Croydon Hills Primary School

Professional Learning Policy



Policy Statement

The aims of this policy are to:

- Enhance student outcomes via ongoing professional learning and improved staff capacity
- Provide staff with a clear understanding of the learning opportunities available to them
- Enhance the collegiate learning and sharing of expertise between staff
- Highlight the importance and value of ongoing, life-long learning to staff.

Rationale

Education is a profession that provides infinite opportunities for ongoing personal and professional development. As staff plan for their classes, deliver their lessons, monitor student engagement, measure the impact of their teaching, and adjust their practice to optimise student learning, they become learners of their own teaching. To promote and support staff to develop their expertise and professional practice, the appropriate cultures, processes and structures must be in place. It is these supports that intentionally, collaboratively and with accountability make teacher learning and development visible and effective.

When staff collaborate in the analysis of student outcomes, in the diagnosis of learning needs and in the planning of intervention strategies, professional learning choices naturally align with whole school improvement goals and address both individual and collective development needs. These are the key principles of effective professional learning. It should originate from student learning needs, build on teacher competencies, respond to teachers' individual learning needs, and contribute to the achievement of collective improvement goals.

Guided by these principles and the professional learning calendar, staff can identify professional learning opportunities that will support them in the advancement of personal and whole school improvement goals.

Implementation

1. Staff will be able to engage in, find, plan and prioritise learning by drawing upon:
 - The Annual Implementation Plan (AIP) - Professional Learning Plan and the whole school Professional Learning and Meeting Schedule.
 - A program of collegiate coaching whereby:
 - o The Principal supports the Performance and Development of the Assistant Principals.

- The Principal, with the support of the Assistant Principals, supports the Performance and Development of Leading Teachers and Learning Specialists.
- Leading Teachers and Learning Specialists, with the support of Assistant Principals and the Principal, support the Performance and Development of teachers.
- Graduate Teacher Mentors, with the support of teachers, Leading Teachers, Learning Specialists, Assistant Principals and the Principal, support the Performance and Development of Graduate Teachers.
- The Assistant Principal (Student Wellbeing), with the support of teachers, Leading Teachers, Learning Specialists, Assistant Principals and the Principal, support the Performance and Development of Education Support Staff – Integration Aides.
- The Business Manager, Principal and Assistant Principals, support the Performance and Development of Education Support Staff – Administration.
- In-school formal professional learning delivered by school-based experts on agreed whole-school approaches.
- A school agreed catalogue of formal professional learning:
 - Professional learning pertaining to agreed whole-school approaches, including but not limited to:
 - Reader's and Writer's Workshop
 - 6 + 1 Traits of Writing
 - SMART Spelling
 - Science of Language and Reading
 - English as an Additional Language
 - Hands-on and Engaging Maths with associated consultants and/or Mathematics Association of Victoria
 - Health and Wellbeing:
 - Positive Education
 - Restorative Practices
 - Resilience, Rights and Respectful Relationships
 - High Ability Learning, Inquiry Learning, Student Voice, Agency and Leadership, and Investigative Learning for Range 2 teachers.
 - Science Teachers Association of Victoria, Museums Victoria, Zoos Victoria, the Department's Digi Tech Hub and other Department resources for staff in the Science/STEAM Team.
 - Physical Education, Performing Arts, Languages and Visual Arts subject-specific professional learning from respective associations for specialist teachers; at their point of need.
 - Educational Leadership learning courses consistent with current or aspirational roles and responsibilities, experience or strategic plan initiatives. Specifically, but not limited to:
 - VALT [Inspire Local Leaders](#)

- VATL [Create Middle Leaders](#)
 - VATL [Impact Emerging Leaders](#)
 - VATL [Victorian Aspiring Principal Assessment](#)
 - VATL [Unlocking Potential: Principal Preparation](#)
 - DE Network and other middle leadership courses for PLT Leaders
 - [Growth Coaching International](#) for School Improvement Team members:
 - Introduction to Coaching
 - Coaching Reflective Practice
 - A Coaching Approach to Managing Challenging Conversations
 - A suite of asynchronous professional development courses and modules consistent with the school's whole school approaches and those offered by the Department via Edupay Learn Ed and the [ARC](#) platform.
2. Staff are able to request formal professional learning by following the professional learning approval process outlined in the [CHPS Professional Learning Request Form](#).
- The Principal Team will determine if formal professional learning will be approved after considering:
 - if the request is consistent with the school's Strategic Plan
 - if the request is consistent with the staff member's Performance and Development Plan, needs, experience, roles and responsibilities
 - if the request meets a financial cost-benefit analysis
 - the staff member's previous history and access to professional learning
 - the impact a short-term staff absence from regular duties may have
 - the benefits the professional learning will have on student engagement, achievement and/or well-being.

Related

- Croydon Hills Primary School Annual Implementation Plan
- Croydon Hills Primary School Professional Learning Request Form
- Croydon Hills Primary School Termly Meeting Schedule and Planner
- [Professional learning and development in schools](#), Victorian Department of Education website.

Professional Learning Policy

- Ratified by School Improvement Team - February 2024
- Review Date - February 2025