



YARRAVILLE

Special Developmental School

PROFESSIONAL LEARNING POLICY

Yarraville SDS Principal:

Ashwini Sharma

School Council President:

Kim Mace

CERTIFICATION:

School Council President

Signed

J. Mace

Date

26/6/18

Principal

Signed

A. Sharma

Date

26/6/18

This policy ratified at School Council meeting

26/6/2018



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PROFESSIONAL LEARNING POLICY

RATIONALE:

Focused and needs driven professional learning programs provide optimum opportunities for:

- Professional growth, enhanced diversity, and improved student learning.
- Improved effective school governance, management and decision making.

AIMS:

- To provide opportunity for all staff to further their professional skills and qualifications and is linked to school priorities
- To provide opportunities for staff to further develop their awareness, knowledge and skills in current teaching and learning practices to lead to improved student outcomes
- To enable teachers to develop enhanced skills that in turn will improve student learning.
- To ensure all school councillors have the opportunity to develop the skills they need to exercise their responsibilities in the most effective manner.

IMPLEMENTATION:

- Ongoing and needs driven professional learning is an obligation of all professionals, School Councillors and will be of assistance to volunteers.
- Teachers should view themselves as Life Long Learners and attend professional development sessions to keep up with new and relevant practices.
- Each individual's professional learning is a shared responsibility between the school and the staff member.
- Each staff member's professional Learning reflects the performance review process.
- The individual professional learning of any staff member plan is based on individual development needs, student learning and school priorities.
- The Executive leadership team is responsible for coordinating PL. Their role will be to inform staff of professional learning 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 learning activities for individuals and the whole school, as well as communicating any replacement teacher needs with the appropriate staff member.
- A budget will be allocated to professional learning each year and adhered to. Budget implementation will allow, over time, for equity of resources amongst staff, and include an amount for incidental professional learning. The Executive Leadership Team will be responsible for its implementation.
- Approval must be given before registering for any external Professional Learning from your Learning Area Leader and the Principal.

Please refer to the Professional Learning Development Application Process

(Forms with step-by-step application process can be found in the office – **PD Applications folder**)

- Staff are encouraged to seek professional learning from other staff members within the school, and provide this where appropriate.
- All staff and councillors attending professional learning have a responsibility to report to the remainder of staff/councillors about the activity and its benefits, and to provide training as appropriate.
- School Councillors have an obligation to undertake professional learning.
- School leaders will have the opportunity to apply for Professional Development at BASTOW.
- Provide opportunities for staff to present at Twilight workshops, Curriculum Days, Whole Staff and Learning Area Meetings as part of Professional Development sessions where best practices is shared.
- PLT meetings are opportunities for staff to take risks and develop their professional learning.
- Feedback is provided to staff after Observe to Learn/ Instructional Round sessions. Staff are encouraged to develop an action plan from feedback received.

YSDS provide a range of professional learning opportunities to cater for the diversity of staff development through:

- Professional Learning Team meetings
- Professional Reading Discussions
- Coaching
- Mentoring
- Learning Walks
- Shadowing Colleagues
- Video/photo analysis
- Professional Conversations
- Gathering and making sense of evidence discussions
- Observe to Learn in classrooms
- In school presentations
- Workshop presentations: Twilights Workshops, Curriculum day, Learning Centre meetings
- Photo Chats
- Lesson Study
- Action Research – Evidence Inquiry Process
- Independent study
- Learning from External Experts such as Educational consultants
- Learning from expert peers
- Triad learning
- External courses
- Online learning
- Feedback

EVALUATION:

- This policy will be reviewed as part of the school's three-year review cycle but also occurs on a regular basis prompted by changing circumstances and raised concerns.
- The impact of professional learning will be measured via the Staff Opinion Survey and student learning data.