



PARRAMATTA EAST PUBLIC SCHOOL

Professional Learning Procedure

1. Rationale

This document outlines the relevant and effective procedures and systems in place at our school which ensure the ongoing development of our staff in alignment with the NSW Department of Education's *Professional Learning Policy for Teachers and School Staff*.

The vision of our school to be an innovative and future-focused learning environment, delivering engaging and meaningful learning experiences for all students, requires that all staff are continually engaged in professional learning. While our school strives to create a future-focused learning environment for students, it is also imperative that teachers are engaged in meaningful learning to develop their skills of collaboration, creativity, communication and critical thinking. A strong culture professional learning will lead to sustained improvement across all areas of our school.

At Parramatta East Public School, staff engage in professional learning for a number of reasons, including:

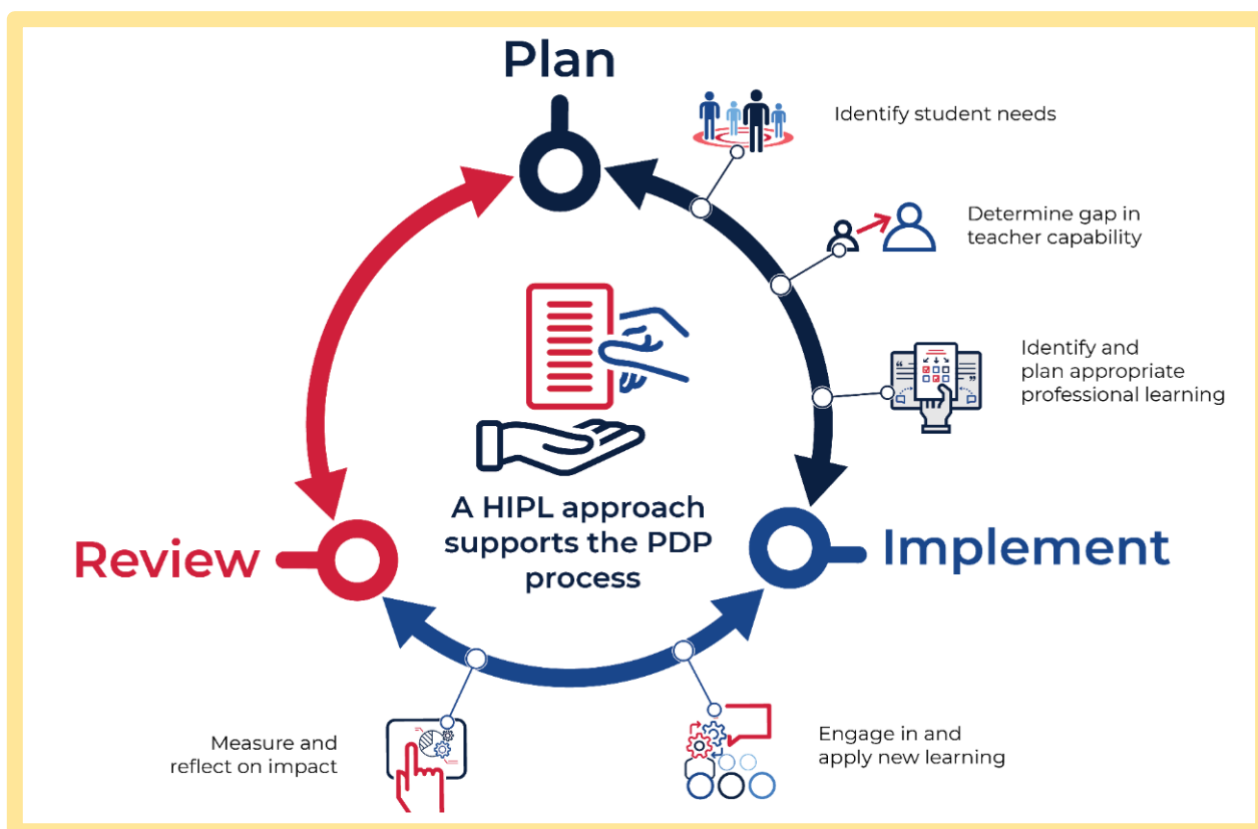
- to develop their individual capabilities
- to build our collective capacity as a staff team
- to fulfil teacher accreditation requirements
- to ensure compliance with legislative, department and school requirements.

2. Professional Learning for teaching staff and executive

The cycle of continuous professional learning for principals, executive and teachers, which focuses on deepening teaching practice for ongoing growth in student learning, is underpinned by five elements outlined in the High Impact Professional Learning (HIPL) model.

- 1. Professional learning is driven by identified student needs** – The professional learning at our school is designed to meet identified student needs, determined through analysis of student learning data.
- 2. School leadership teams enable professional learning** – Our school leaders create a culture of improvement and provide the resourcing required to make professional learning effective.
- 3. Collaborative and applied professional learning strengthens teaching practice** – Teachers work together in teams to learn, shape and strengthen teaching practice.

4. **Professional learning is continuous and coherent** – Professional learning is not tokenistic, but it is aligned to ongoing school improvement goals.
5. **Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement** – The impact of professional learning is measured and evaluated by teachers and school leaders, enabling recalibrating and refining to ensure ongoing progress and achievement for students.



The HIPL framework

The school receives annual funding to facilitate professional learning activities that align to the school improvement goals and to fulfil professional requirements. Teaching staff are required to complete 10 hours of professional learning each term. This is in addition to professional learning that occurs:

- during school development days,
- during time allocated for external professional learning courses
- during time funded by beginning teacher support funding

The 10 hours of professional learning is undertaken by all staff as part of a professional learning cycle. The scheduling of these 10 hours is determined by a vote before the commencement of the school year (e.g. 1 hour weekly, or 2 hours fortnightly).

3. Mandatory training and professional learning for non-teaching

Professional Learning that is not aligned directly at improving student outcomes, including for SASS and other non-teaching staff, and some professional learning for teachers and school leaders, is underpinned by the four principles for building an individual's capability. These are:

- 1. Professional learning is driven by the needs of the role** – All professional learning enables staff members to better fulfil the duties of their role.
- 2. Leadership teams enable professional learning** – Principals and leaders provide a shared vision for all staff to develop and/or enhance existing capabilities that can have a significant impact on our school.
- 3. Staff are supported to apply professional learning in practice** – Principals and leaders provide support to help staff apply professional learning directly to work tasks to address the challenges faced in everyday functions of the role
- 4. The outcomes of professional learning are evaluated** – Staff evaluate how professional learning has contributed to their individual growth and the impact on their work, including their overall capability to contribute to the school.

There are a number of mandatory training courses required to be completed before commencement of duties at our school. It is the staff member's responsibility to keep track of when their training is due to be renewed. These courses must be completed by all staff, regardless of their role within the school. Mandatory training required to be maintained by all staff include:

- WHS Induction – no renewal required
- Disability Standards Training – no renewal required
- Anaphylaxis e-learning – renewed every 2 years
- E-Emergency Care – renewed every 3 years
- Data Breach Response – renewed every 5 years
- Mandatory Child Protection – renewed annually
- Corruption Prevention – renewed annually
- Code of Conduct – renewed annually

In addition to the training listed above, all staff must have a valid Working With Children Check number.

4. Responsibilities and Delegations

For professional learning to work effectively across the school, each member must play their part.

Principal and executive:

- leads the planning of professional learning by establishing a cycle of professional learning for all teaching staff that is aligned to school and department priorities
- ensure that all staff engage in highly effective professional learning that is applicable to their role
- effectively use professional learning and other appropriate funds, and provide time for all staff to undertake professional learning and required mandatory training
- embed professional learning into the school's Strategic Improvement Plan and to support implementation of the Performance and Development Framework for Principals, Executive and Teachers in NSW Public Schools and the Performance Management and Development Policy
- collaboratively plan and approve relevant professional learning opportunities that support teachers' performance and development goals.

Teaching and non-teaching staff:

- develop professional goals as part of their individual Performance and Development Plan (PDP) and liaise with their supervisor and other relevant staff regarding the professional learning required to meet these goals.
- intentionally engage in professional learning as part of the whole school team, and any smaller teams, in order to improve their practice and support ongoing student progress and achievement.