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ST JAMES
THE APOSTLE
CATHOLIC PRIMARY SCHOOL
*Learning with strength
and in gentleness*

Professional Learning Policy

Aims

The aim of professional learning at St James the Apostle Primary School is to achieve optimal learning outcomes for students.

Our processes in teacher performance and development provide:

- a range of options for teacher learning in relation to the curriculum, and refining of teaching practice
- strategies for teacher reflection on practice,
- supportive feedback on practice,
- opportunities for personal and team goal setting

Our model of professional learning at is based on principles of openness and whole staff inclusion.

An approach of openness and of whole staff inclusion is founded on the belief that such a culture creates a climate of exchange, where people, and their ideas are valued and freely shared. Whole staff inclusion is essential, not only from the perspective of common understandings and common goals, but for building a culture of trust, co-operation, joint decision making and teamwork.

Implementation

Professional Learning Opportunities

Professional Learning can take many forms including:

- Professional reading
- Post Graduate Degree courses
- Organised Professional Learning activities
- Online Professional Learning/Training
- Professional Learning Community (PLC) and Staff Meetings
- Professional Learning teams
- Coaching

- School Leadership Networks
- School Closure days for whole staff professional learning

Whole staff Professional Learning activities will be organised to ensure that curriculum initiatives and policy development are undertaken.

Planning For Professional Learning

The school Leadership Team will access Professional Learning opportunities for the staff using the following criteria to guide selection of activities:

- The particular charism and Catholic identity of our school
- The School Improvement Plan and Annual action Plan
- The identified needs of students
- Present and future program commitments of the School
- Present and future curriculum focus areas
- Personal Professional Learning histories of staff
- Specific roles and responsibilities of individuals
- Induction of beginning and new teachers to the school
- Induction of staff into new roles of responsibility
- Mandated requirement
- OHS and emergency management

A Collaborative Approach to Professional Learning

Within the school we strive to create a culture that acknowledges the value of reflection and sharing among professionals. This is promoted through the following avenues:

- Guidance and input from the principal, curriculum and level leaders
- Discussion, both formal and informal, of issues relevant to school improvement
- Presentations by staff of issues arising from professional learning experience
- Formal processes of whole staff professional learning led by staff.
- Sharing of curriculum initiatives through professional exchange – informally, at staff meetings, at level meetings and at Professional Learning Team meetings
- Sharing of articles from professional journals
- Sharing of educational books and resources
- Sharing of insights and knowledge gained from professional learning activities
- Through analysis of and reflection on the School Improvement Surveys, and other data

- Opportunities for moderation of student work samples
- Professional and Peer coaching opportunities
- Guidance, induction and support of new staff members and staff that are new to their roles
- The Annual Review Meeting process
- Acknowledgement and celebration of our professional learning as teams/ levels

Encouraging Opportunities for Individual Professional Learning

- Staff are encouraged to pursue their own professional learning through accredited courses, some network professional learning and other available sources.
- Staff have access to support in their learning through courses sponsored by Catholic Education Melbourne and other online learning opportunities.
- Annual Review Meetings (ARMs) provide opportunity for professional exchange and feedback regarding personal learning and development.

Keeping a Record of Learning

Staff are encouraged to maintain records of their professional learning as these may be required for VIT registration.

Professional activities undertaken through Catholic Education Melbourne are recorded on IPLS.

The school maintains a record of mandated professional learning activities, as well as school based professional learning activities.

References

Australian Teacher Performance and Development Framework (2012)

Australian Charter for the Professional Learning of Teachers & School Leaders (2012)

Authorised by: Mary Abbott (Principal)

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1.0: Original document