



Education
and Training

LIVING OUR
VALUES
EVERYDAY



PROFESSIONAL LEARNING POLICY

Professional learning and development is at the heart of an effective and continuously growing teaching profession

(Fullan & Hargraves 2016)

The purpose of Professional Learning is to support teachers identify their own areas for growth within the framework of College Priorities, established in the Strategic Plan (SIT) and Annual Implementation Plan (AIP), and fulfil the Education State declaration that *'All teachers have an obligation to improve their practice'*. Further, through *'Collaborative Professionalism'* teachers can build *'self-efficacy, moral purpose and a willingness to teach to one's best'* so that they can provide improved learning outcomes for all students.

'Teacher Learning builds practices that benefit children, young people, families and communities but also it brings the most significant benefit to teachers. Teachers are enriched by new personal and professional growth and the opportunities to be innovative. They develop new knowledge, skills, and behaviours which enhance individual and collective teacher efficacy and boost our ability to achieve Education State targets.'

(Bruce Armstrong, 2017)

WSC also believes that professional learning programs that are targeted and needs-based provide optimum opportunities for professional growth, enhanced diversity and improved student outcomes. The aim of the College is to provide opportunity for all staff to further their professional knowledge, skills and/or qualifications, and to further develop their awareness, knowledge and skills in current teaching and learning practices and pedagogies which are synonymous with high performing schools and a high performing learning culture.

Professional learning priorities are accessed through staff meetings, Curriculum Team and Student Programs meetings, Curriculum Area meetings, Collaborative Learning Team meetings, whole school sessions, specialised groupings, coaching, team teaching, mentoring, PDP and VIT support meetings, and other collegiate activities. All staff are mandated to attend Staff meetings, Collaborative Team meetings, and the Curriculum Areas and Sub-school meetings for the teams they belong to.

RATIONALE

- To enhance the capacity of all staff to contribute to the achievement of the College Priorities, as articulated by the Education State, the Framework for Improving Student Outcomes (FISO), The Strategic Plan and the Annual Implementation Plan
- To provide the appropriate support for teachers and the school community to continually develop their knowledge and skills in current teaching and learning practices within their needs and context

- To ensure understanding of and compliance with DET policies and regulatory protocols - including Ministerial Orders 199 on staff conduct and duties, and Order 870 on child safe standards - and the Victorian Teaching Profession Code of Conduct and Ethics
- To provide and support appropriate career opportunities and succession pathways where required
- To inform performance management processes

Professional learning is informed by the AITSL documentation:

- 'Australian Charter for the Professional learning of teachers and School Leaders'
- 'Australian Teacher performance and Development Framework', and
- 'National Professional Standards for Teachers'

Professional Learning at Wellington Secondary College, as a high performing learning community, is:

- Focused on **improving student outcomes**.
- Focused on school-based learning that may be complemented by external learning opportunities
- Informed by research, data and evidence, internally and externally generated, including:
 - NAPLAN
 - Student Attitudes to School Survey
 - Parent Opinion Survey
 - Staff Opinion Survey
 - Student Teaching and Learning surveys
 - VCE data
 - Staff identified 'Areas of Growth' in pedagogy
- Collaborative so that knowledge, expertise and experience is shared amongst staff. Staff are expected to share professional understandings, knowledge and skills within the College (staff meetings, Curriculum Area meetings, Collaborative Team meetings, Curriculum and Student Programs Team meetings, other cross curricular team groupings and so on) to improve their own professional development and that of their colleagues
- Directly relevant to the work of staff and linked to College goals and targets, and thus be planned in accordance with the Strategic Plan, team and personal professional learning areas for growth

The implementation of professional learning at WSC will ensure that the professional growth of staff is developed co-operatively, resources are used effectively and evaluation of the program occurs frequently and rigorously.

Examples of professional learning opportunities offered at Wellington include:

- Whole school meetings and presentations
- Master Classes
- Students Programs Team meetings
- School Improvement Team meetings
- Curriculum Team meetings
- Curriculum Area meetings
- Collaborative Team meetings
- PDP Peer support meetings
- Sub-school meetings
- Coaching, mentoring, team-teaching and other collegiate meetings
- Classroom sharing, celebrations of learning
- Peer Observation

- Access to FISO based external opportunities facilitated by a range of presenters and organisations
- Mentoring and Peer Observation opportunities with WSC Learning Specialists

IMPLEMENTATION

The Curriculum Executive Committee (in consultation with the Director of Professional Learning and Assistant Principal for Professional Learning) is responsible for the development of a planned approach to professional learning at Wellington Secondary College.

Professional learning will be developed for the whole College (but not necessarily at a whole staff level) based on the following areas:

- Federal and State Education priorities
- College Strategic Plan
- College Annual Implementation Plan priorities
- Whole school professional learning needs
- Curriculum Area priorities and needs
- Student management priorities and needs
- Areas for Growth that are related to the above
- Projects determined by the Principal and College leadership

AREAS FOR GROWTH

Staff will be asked as part of 2018 Professional Learning Policy Implementation to identify two 'Areas for Growth' in their pedagogy. This will enable the Director of Professional Learning and Reviewers to more effectively deliver targeted professional learning experiences for teachers. The 'Areas for Growth' may form the nucleus for a PDP goal, a PP Day, a Collaborative Learning Team or a Peer Observation. These are best framed by a 'Theory of Action': ***'If I improve my ability to... then I will build my capacity as an educator'***

As part of the Performance and Development Culture at WSC, all staff (except first year graduate teachers who complete the VIT requirements for full registration) are expected to complete a Performance Development Plan (PDP) which is based on the College Annual Implementation Plan, the National Teacher Standards produced by the Australian Institute for Teachers and School Leaders (AITSL), and is incorporated within their My Professional Learning Plan.

The Performance Development cycle is a 12 month process that starts in February of each year and is completed in December of the same year.

Each teacher is a member of a review group which is comprised of 5-8 members, and is led by a Leading Teacher.

The process is documented, updated and verified on each staff member's individual EduPay portal, which PDP team leaders/reviewers (acting as delegates of the Principal) will have access to and will provide feedback and comment, and confirm confirmation of completion at each stage.

Details of how the process will operate for each calendar year will be updated to all staff during Term 1 of each year.

Applications for Professional learning are assessed by the Director of Professional learning in consultation with the relevant Reviewer and the Assistant Principal for Curriculum and Professional Learning. All applications for Professional Learning will be subject to:

- The funding priorities developed to support the key College goals and priorities
- The available financial resources

- Cost effectiveness of the PL - in general, one or two staff members will be sent to a PD to obtain information, resources and skills, and share those with their colleagues
- Support of the relevant team leader (Curriculum Area, Collaborative Team, Student Programs, Induction, Principal class team members)
- The range of PL already attended by the applicant
- The relevance of the activity to the applicant's My Professional Learning Plan Areas for Growth, their PDP and teaching role or position of responsibility
- Confirmation that the applicant will share their learning at an in-house PL session to be specified below.
- Confirmation that the applicant has kept a record of the details of the PL (including date, title, provider, relevant AITSL Standards, duration, special needs relevance, and a reflection).

It is an explicit expectation that all staff will share their learning after attending a PL activity. This could take the form of both *informal* sharing (i.e. in conversations with colleagues, sharing of resources in a staff room, demonstration in a classroom), but should also be more *formal* and demonstrably delivered to groups of peers, such as at:

- A presentation to a scheduled staff meeting
- A presentation at a Curriculum Area meeting
- A presentation at a Curriculum Team or Student Programs Team meeting
- A presentation at a Collaborative Team meeting
- A presentation at a specially convened meeting for relevant staff members
- Blog
- Twitter Feed
- Reflections in Professional Learning Record

INDUCTION

A priority of the Professional Learning Program at Wellington is the Induction program, offered to new and returning staff.

The Induction Program includes

- An Induction Day for new staff in December before they start officially at WSC
- An induction program which runs on a regular basis in Semester One and less frequently in Semester Two (as it is required)
- Allocation of experienced staff to act as mentors and buddies
- Allocation of VIT trained mentors for first year graduate teachers
- A hardcopy Induction Guide for new staff, as well a digital Staff Resources Guide (located in 'School Resources' on Compass) for all staff, which includes materials that are relevant to the day-to-day and cyclic operations and processes of the College
- Recordings of presentations (included resources, templates and so on) by key staff presenters on the various important aspects of College life and processes, uploaded onto an accessible platform for staff (new and established) to access as needed
- Access to support from Learning Specialists

For those new staff who arrive at the College during the year and have missed the initial induction program, there will be ongoing provision of orientation to Wellington's culture, structure and processes.

FUNDING AND OPPORTUNITY

The College allocates an annual budget for Professional Learning, The purpose of this is to allow the Director of Professional Learning to manage the portfolio in a fair, equitable and targeted manner. Where appropriate, the Principal may authorise further spending where needs are identified.

While there is no set formula for funding or access (outside the 4 Professional Practice Days and other days stipulated under the Agreement) per staff member, the College reserves the right to determine how many and what kind of learning activities a teacher may attend that are dependent upon College funds and resources.

Teachers need to be mindful of the requirements for the annual VIT re-registration process (particularly in regard to 'special needs/disabilities', and individual teacher contexts), however it is not up to the College to either monitor compliance with this, or to source or provide specific PL opportunities to meet these requirements.

Approval for staff to undertake particular PL may not be granted where there are alternate or more appropriate programs, sessions or facilitators that better meet particular college or staff needs, where the PL does not align with either the particular teacher's or the college priorities, or where sufficient staff have already been approved to attend.

The VIT has mandated that, in order for teachers to annually renew their registration to teach, each teacher must undertake a minimum number of professional development hours each year (20 hours), including a component that addresses the special learning needs of the individual students in their classes (no specific time allotment is designated, rather it is 'needs' and 'context' based).

It is the responsibility of each teacher to ensure they meet this requirement, and the College will support this through professional learning opportunities. Staff should note, however, that many of the activities which are already a part of the Wellington calendar and processes (such as Collaborative Teams, the PDP process, Curriculum Area and Student program meetings, mentoring, classroom and peer sharing, and so on) may actually contribute to meeting this requirement.

RECORDING PROFESSIONAL LEARNING

Based on the requirements of the VIT, the strategies and evidence ingredients within the processes of each staff member's PDP, and the protocols and priorities of the College, all staff should record all their professional learning (formal and informal).

Staff must choose an appropriate format to do this in. They can utilise either the MyPD tab on MyVIT, or an alternate platform or format of their own choosing.

A template for staff, prepared and approved by the College, is embedded here (together with a completed sample as an example to follow, and instructions and obligations regarding the process).



Professional Learning Record_Bl



Professional Learning Record_Sai



Maintaining a record of Profession

In regard to the record keeping of professional learning, the college will *support* staff by maintaining a register of approved external PL (and some specialised needs-based PL conducted within the College), however while those details kept by the College are not necessarily exhaustive, they will be made available to staff to *support or augment but not supplement* their own individual records.

PROFESSIONAL PRACTICE DAYS

Professional Practice Days are dedicated times where teachers “focus on the improved delivery of high quality teaching and learning. The work undertaken on these days will be consistent with Departmental and school priorities and selected from the following areas: planning, preparation, assessment of student learning, collaboration, curriculum development, relevant professional development and peer observation, including feedback and reflection.” (Victorian Government Schools Agreement, 2017)

The Professional Practice Days will enable teachers to collaborate with others to build their capacity as educators to achieve better outcomes for students and to engage in professional learning of their choice within a framework of College Priorities and The Education State. It is also an opportunity to build professional practices that enable us to work smarter in regard to our professional obligations as educators. Student Outcomes refer to wellbeing, engagement as well as academic.

PROFESSIONAL PRACTICE AND PROFESSIONAL LEARNING REFERENCE POINTS

- Framework for Improving Student Outcomes (FISO)
- The Education State High Impact Teaching Strategies
- Education State Literacy and Numeracy Strategy
- AITSL Professional Learning Standards
- WSC Revised Lesson Narrative
- 2018 Annual Implementation Plan (AIP)
- Key 21st Century Skills: Collaboration, Critical Thinking, Design Thinking, Creative Problem Solving and Communication
- WSC Continuous Assessment and Reporting

SUGGESTIONS EXAMPLES OF PROFESSIONAL PRACTICE DAY ACTIVITIES

- Curriculum Documentation
- Peer Observation, including visits to primary schools, other secondary colleges, the classes of Learning Specialists or other educators within the College
- Visit to the Monash Tech School
- Collaboration with others on 21st Century Learning Practices at Eastern Innovation Centre
- Moderation of student work in Years 7 to 10
- Bench Marking and collation of student work samples
- CLT project work
- Assessment of Student Work as defined by DET
- Continuous Assessment and Reporting: uploading of comments
- Professional Reading Day
- Explore new technologies in the classroom such as Office 365
- Flipped Learning: creation of clips for course work and revision
- Auditing and evaluation of Curriculum
- Teaching collaboration on Global Citizenship Unit
- Online Learning including EDUSTAR
- Red Teaming
- World Café Day

WSC INTENTIONS

- The College will endeavour to facilitate the Professional Practice Day times and activities identified by teachers on their google form within the boundaries of school priorities and resources
- Teachers may choose to undertake more than one activity on their selected days

- Teachers are welcome to discuss their Professional Learning, for now and for the future, with any member of the Principal Team or selected Leading Teachers and the Director of Professional Learning at a negotiated time
- If a teacher is unable to participate in their scheduled Professional Practice Day for a specific reason such as illness, the College will undertake to negotiate another day.
- The College will provide a space for teachers where they can collaborate and work on their Professional Practice Days
- The College will continue to support individuals to participate in internal and external professional learning, that meet College priorities and personal areas of growth, outside of the 4 Professional Practice Days
- The College will identify Pre-Cup Day as a whole school Professional Practice Day in order to maximise opportunities for staff and optimise resource allocation. No whole school professional learning activities will be set on this day
- Teachers will enter their preferred dates and activities for their 3 days, and Pre –Cup Day via the google form
- Although the preferred model is for teachers to work in collaboration with others, some tasks may necessitate that a teacher works autonomously on their selected days
- Any requests for additional time release for professional learning activities **must** be submitted at least one cycle in advance and will be subject to the availability of school resources
- Any changes to the preferred dates for a Professional Practice Day **must** be submitted at least one cycle in advance
- There will be opportunity to review dates at the beginning of each term
- Professional Practice Days are not required to be Curriculum Area specific and teachers are encouraged to work with colleagues across curriculum areas and year levels to undertake professional learning that consolidates and builds high quality teaching and learning for our students

Preferences for the 4 Professional Practice Days will be submitted as a google form by Monday, December 4, 2017 to enable planning to begin in regard to the resources required to meet staff preferences. The size of any collaborative group on nominated days will be subject to the availability of College resources. Professional Practice Days are **school based days** and teachers are expected to be present for the entire school day. Where external opportunities are negotiated teachers must submit Professional Learning documentation at least one cycle prior as part of standard WSC Professional Learning Protocols.

EVALUATION

The Curriculum Executive Committee (in consultation with the Director of Professional Learning and Assistant Principal for Professional Learning) will evaluate this policy as a part of the College Strategic Plan.

REVIEW CYCLE

This policy was last updated in March 2018 and is scheduled for review in March 2019.