



Professional Development Policy

Rationale

The quality of teachers is a key determinant of variation in student achievement (Ferguson & Ladd 1996; Wenglinsky 2000; Darling-Hammond 2000). Teachers need to update their skills and knowledge continuously, not only in response to a changing world but in response to new research and emerging knowledge about teaching and learning. Professional development programs provide optimum opportunities for professional growth, enhanced diversity of skill sets and knowledge to improve student learning outcomes.

Aims

Our aim at Rosanna Golf Links is for all of our students to achieve their full potential and to prepare them to thrive in a rapidly changing world. Professional learning for teachers plays a critical role in this endeavour by equipping them with the expertise, skills and knowledge they need to develop these capacities in students.

Purpose

- To provide support and opportunity for all staff to further their professional skills and/or qualifications.
- To provide opportunities for staff to further develop their awareness, knowledge and skills in current teaching and learning practices.

Actions

1. A budget will be allocated to professional development each year and adhered to. The Professional Development Coordinator will be responsible for its implementation.
2. At the beginning of the year, all staff establish their Performance and Development goals and identify areas of interest for professional development.
3. Professional Development Coordinator is responsible for forwarding all professional learning emails through to staff.
4. Staff interested in participating in any PD, need to complete an application form, ensuring that the chosen PD aligns with their Performance and Development goals and with the 7 Principles of Highly Effective Professional Learning.

Principle 1: Professional learning is focused on student outcomes (not just individual teacher needs)

Principle 2: Professional learning is focused on and embedded in teacher practice (not disconnected from the school).

Principle 3: Professional learning is informed by the best available research on effective learning and teaching (not just limited to what they currently know).

Principle 4: Professional learning is collaborative, involving reflection and feedback (not just individual inquiry).

Principle 5: Professional learning is evidence based and data driven (not anecdotal) to guide improvement and to measure impact.

Principle 6: Professional learning is ongoing, supported and fully integrated into the culture and operations of the system – schools, networks, regions and the centre (not episodic and fragmented).

Principle 7: Professional learning is an individual and collective responsibility at all levels of the system (not just the school level) and it is not optional.

5. Submit application form to Principal with the relevant information or documentation (flyer if there is one) attached. (See Appendix)
6. Application to be considered by the Consultative/Team Leader Team. Relevance and cost of PD will be considered as part of approval.
7. Staff will be notified by Principal whether PD request was accepted.
8. Staff must ensure they advise CRT Coordinator of the date and time of your future absence well in advance.
9. Staff may be required to present their PD to staff members in their year level or to the whole staff at some point.
10. All staff need to keep a personal record of Internal and External PD attended. This record may be requested by the VIT.
11. A summary of whole school PDs will be kept by Principal and emailed to staff yearly.

Review

This policy will be reviewed as part of the RGLPS review cycle.

Additional Resources

It is to be read in conjunction with:

- <http://www.education.vic.gov.au/Documents/school/teachers/profdev/proflearnin/geffectivesch.pdf>