



## RATIONALE

Werrabee Secondary College is committed to supporting the ongoing professional growth of its teaching and support staff and the building of a learning community characterised by common purpose, collaboration and reflection. The building of teacher capacity is integral to the provision of a safe, supportive and challenging teaching and learning environment, and the delivery of viable and guaranteed curriculum through research based pedagogical practices which maximise student learning growth and promote confident and engaged learners. We aspire to be leaders in international best practice and to this end we engage with the national and international educational research to inform our teaching and learning practice.

This policy outlines the professional learning and development framework adopted to support the College's Guiding Statement, Strategic Planning and 'ENGAGE Model' (Teaching and Learning Cycle). Furthermore, the policy outlines processes embedded to support professional learning and development. A commitment to continuous improvement as a community is an integral mindset whereby teachers, students and support staff can work together, learn together and grow together, empowering them in a rapidly changing world.

## PURPOSE

**Professional development and learning** is integral to supporting teaching and learning, wellbeing and creating a positive working environment where members of the College's Learning Community are safe and feel supported by their peers.

**The purpose of professional learning and development is to:**

- Support teachers in achieving goals identified through individual Performance and Development Plans
- Provide professional learning to teachers based on high-yield strategies\*<sup>1</sup> in order to build collective capacity and responsibility for student learning growth and ensure equity in the provision of quality instruction across classrooms
- Provide professional learning to equip teachers with the requisite knowledge and skills that characterise effective teaching and learning practice as outlined by the 'ENGAGE Model'.
- Provide professional learning in areas that enable teachers and support staff to work towards achieving the College's strategic priorities and faculty goals
- Engage teachers in collaborative planning, implementation and reflection of teaching and learning practice which incorporates opportunities for peer observation and feedback through Faculty Teams, Professional Learning Teams (PLT), Teaching and Learning Communities (TLC)
- Ensure that teachers' curriculum knowledge remains current in the areas of the curriculum being taught through access to relevant external professional development
- Enable teachers to access relevant external professional development in areas not facilitated through the Staff Development Program offered within the College
- Provide relevant staff with access to appropriate professional development to build expertise in supporting specific learning and welfare needs
- Enable support staff to access relevant professional development that promotes efficiency/effectiveness in executing assigned duties and working effectively as part of a team
- Ensure staff can access DET mandated professional development modules including Curriculum, Wellbeing and OHS initiatives.
- Enable access to relevant professional development that promotes the building of leadership capacity in areas of need / supports career progression.

<sup>1</sup> High-yield strategies - research based strategies that value-add to student learning growth.

### **Professional Development (local provision)**

The Staff Development Team (SDT) is responsible for coordinating the local provision of Staff Development within the College. The SDT is guided by the College's Strategic Plan, the Annual Implementation Plan and aligns these with faculty and staff needs. Expertise within the College and beyond is sourced to develop a program that is relevant and works towards building staff capacity. The latest national and international educational research is used to inform whole-school Professional Learning Priorities each year.

Professional development within the College is targeted and integral to Performance and Development Plans. The College recognises that aspects of effective professional learning can be located in day to day practice; it is shared, ongoing and collaborative; and focuses on evidence based reflection as the basis for improvement. We are committed to maximising opportunities for teams to meet and work together on specific goals and to support each other to improve student learning outcomes and effectively respond to individual needs.

- Whole-Staff Professional Development aims to engage teachers with high yield research based instructional practice and is delivered through the PLT/TLC model characterised by a commitment to continuous improvement through collaborative reflective practice, peer observation and feedback. A focus on formative assessment and differentiation strategies to ensure that teaching and learning remains targeted and relevant is considered essential to maximising student learning growth.
- Faculty Professional Development aims to support teachers in developing skills and knowledge in working towards faculty based goals that support the College's Strategic Plan and support student learning growth.
- Staff Development Sessions are coordinated by the Director of Teaching and Learning and address individual professional learning needs and promote the sharing of best practice in a range of areas including learning technologies, effective pedagogy, curriculum review, student wellbeing and Performance and Development Planning and Review. Furthermore Staff Development, where possible, is differentiated to meet the diverse needs of teachers in recognition of varying levels of knowledge, skills, competency and experience.
- The Performance and Development Plan (PDP) review process, as mandated by the Department of Education and Training, provides all staff with ongoing opportunities for evidence based reflection in relation to PDP goals with team member and PDP Reviewers. Through the PDP process teachers are supported in working towards achieving goals set and in accessing relevant professional learning as identified through professional conversations. The Director of Staff Development is responsible for providing support and professional learning to PDP Reviewers (Leading Teachers) and staff.

### **Professional Development (External provision)**

The Professional Development Committee (PDC) is responsible for External Professional Development Application approval. The committee recognises that not all professional learning needs can be adequately provided for through the College. In considering the approval of professional development applications the PDC considers a range of factors including:

- The intended benefits of the professional development as outlined by the applicant
- Alignment of PD with Strategic Plan and Faculty Professional Development Goals as reflected in the PDP
- Relevant teaching experience and recent professional development undertaken within a specific area
- Curriculum changes in course/s taught (AusVELS, VCAL, VCE, IB) requiring course and the updating of content knowledge
- Specific learning / wellbeing needs in areas where the necessary expertise is not available locally
- Impact of participation in professional development on the teaching and learning program

- Relevance of professional development to effective execution of Position of Responsibility / Leadership Role

### **Professional Development Resource Library**

The College recognises the benefit of professional reading and resourcing in supporting staff to engage with educational research and effectively plan for improvement. To this end a portion of the PD Budget is allocated maintaining a collection of professional development resources including the work of Hattie, Marzano, Wiliam etc. and are available for access by staff through the College's Library.

### **The College requires that staff:**

- Commit to continuous improvement
- Support the strategic intent, goals and priorities of the College
- Work collaboratively within relevant teams and adopt collective responsibility for student learning growth
- Engage in the Performance and Development Review Process
- Participate and engage in the Professional Learning opportunities offered
- Access relevant professional reading / resources to support PDP Goals
- Seek relevant support in relation to Professional Learning needs through the Staff Development Team.