

# The Australian Charter for the Professional Learning of Teachers and School Leaders

## The Charter

The Charter outlines the importance of professional learning; the qualities of a professional learning culture; the characteristics of effective professional learning and the shared commitment and responsibility of teachers, school leaders and those who support them to engage in professional learning to improve educational outcomes for all young Australians.

## Why is professional learning important?

Research tells us that improving student learning, engagement with learning and wellbeing requires quality teaching. For teachers and school leaders to continue to meet the needs of all young Australians, there must be effective professional learning to support and enhance teachers' and school leaders' knowledge and practice throughout their careers. Effective professional learning is undertaken in supportive and collaborative school environments and most effective when it is relevant, collaborative and future focused.

## Characteristics of high quality professional learning

### Relevant

current research • student outcomes  
 timely • identified needs  
 linked to school goals • new solutions  
 matched to learner goals

### Collaborative

observation • reflection  
 learning from experts • coaching  
 creating learning communities  
 seeking feedback • mentoring

### Future Focused

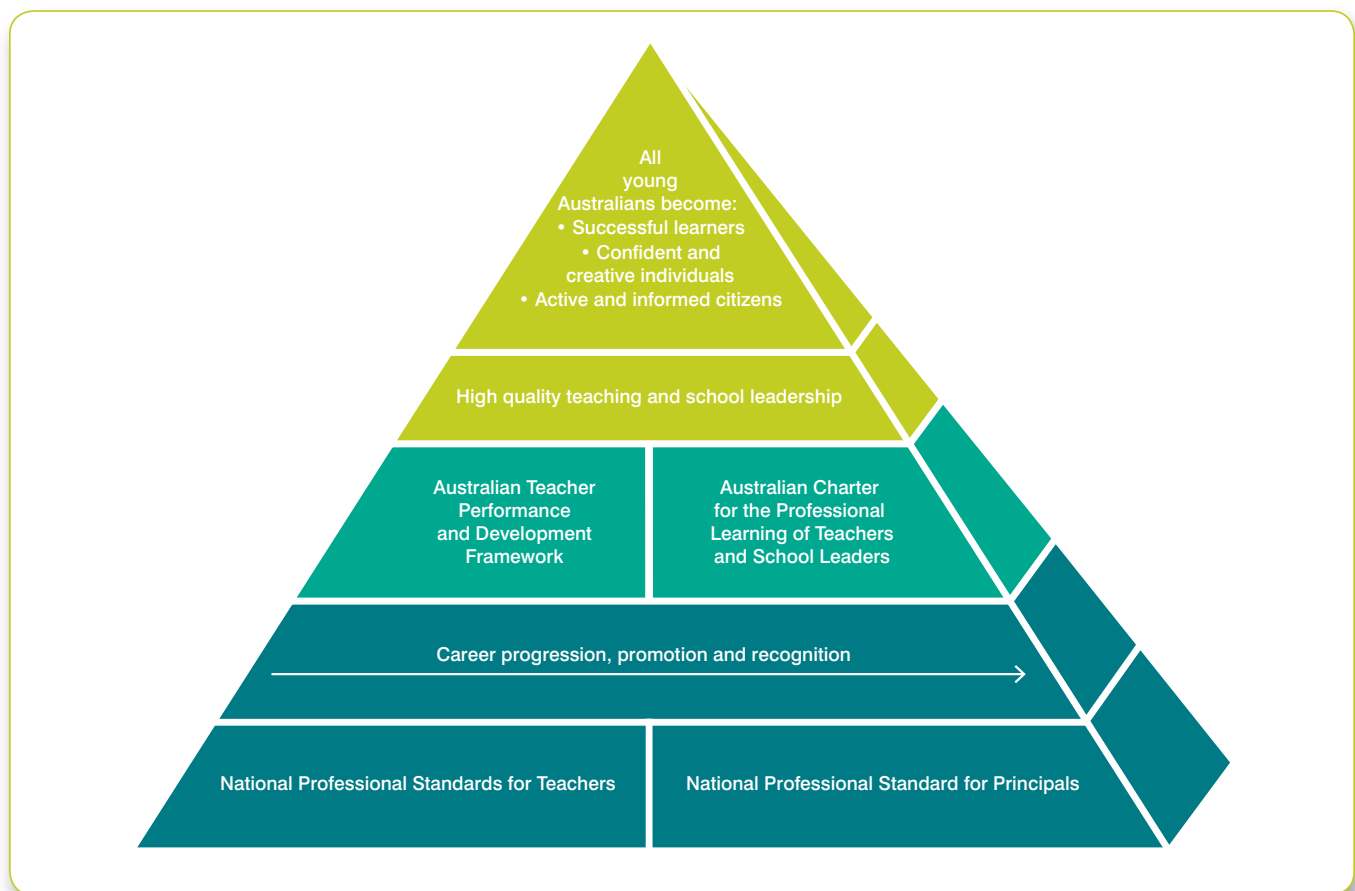
future needs • innovation  
 high-level skills • challenge  
 research and inquiry • theorise  
 adapting to change

## What are the benefits and opportunities for Australian teachers and school leaders?

The Charter:

- affirms the importance of learning in improving the professional knowledge, practice and engagement of all teachers and school leaders to achieve improvement in student outcomes
- articulates the expectation that all teachers and school leaders actively engage in professional learning throughout their careers
- describes the characteristics of a high quality professional learning culture and of effective professional learning, to assist teachers, school leaders and those who support them to get the most from their professional learning

## Professional learning in context



*Professional learning is not an end in itself; it is, or at least it should be, a means to an end and that end is improved student learning outcomes. The prime object is to improve what teachers and school leaders do, not merely what they know. (Hargreaves, 2011)*



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