How does professional learning support my performance and development?

Reflection and goal setting

Professional practice and learning

Ongoing feedback, reflection and review

Performance and Development

Performance and development toolkit overview

Reflection and goal setting

Resources

> Getting started survey – How do I perceive performance and development at my school?

> What is my role in the performance and development cycle?

> How can I ensure I get the most out of my goal setting?

> Goal setting guide

Professional practice and learning

Resources

> How does professional learning support my performance and development?

> How do I evidence progress against my goals?

> Examples of evidence

> How do I engage in classroom observation?

> Tips for collecting and documenting feedback

Ongoing feedback, reflection and review

Resources

> How can I initiate ongoing formal and informal feedback?

> How can I support effective peer-feedback in my school?

> How do I reflect on my own goal achievement?

> How can I make the most of my performance and development review?

> Performance and development review guide

What is effective professional learning?

The Australian Charter for Professional Learning of Teachers and School Leaders explains that professional learning will be most effective when it is relevant, collaborative and future focused, and when it supports teachers to reflect on, question and consciously improve their practice. These characteristics of effective professional learning should be considered when designing, selecting, reflecting on or evaluating professional learning

Australian Charter for the Professional Learning of Teachers and School Leaders, August 2012

> The following information is derived from the Australian Charter for Professional Learning of Teachers and School Leaders. View the PL Charter here:

  – https://www.aitsl.edu.au/tools-resources/resource/australian-charter-for-the-professional-learning-of-teachers-and-school-leaders

How does professional learning support my performance and development?

> An important part of working towards goals and collecting evidence of your progress includes undertaking professional learning to improve your teaching practice

> Once you have identified a goal, you can consider what actions will help you to achieve it. This will usually include some form of professional learning

> Professional learning is the formal or informal learning experiences undertaken by teachers and school leaders that improve their individual professional practice, and a school's collective effectiveness, as measured by improved student learning, engagement with learning and wellbeing. At its most effective, professional learning develops individual and collective capacity across the teaching profession to address current and future challenges

> Professional learning will be most effective when it takes place within a culture where teachers and school leaders expect and are expected to be active learners, to reflect on, receive feedback on and improve their pedagogical practice, and by doing so to improve student outcomes

Australian Charter for the Professional Learning of Teachers and School Leaders, August 2012

What are some examples of professional learning?

Selecting Professional Learning

Professional learning should be purposeful. Look to identify professional learning opportunities that are aligned with your goals. Try to identify how that particular professional learning will help you to improve those aspects of your teaching practice you have identified as areas for improvement

Examples of professional learning

Case discussions

Lesson study

Moderating student work

Formal studies

Peer observation

Study groups

Learning communities

Online forums

Professional learning teams

Action research

Evaluating Professional Learning

It is helpful to evaluate the effectiveness of professional learning that you have engaged in. When reflecting on evidence against your goal progress, consider what the evidence says about the effectiveness of your professional learning choices and make adjustments where required

What do the characteristics of effective professional learning look like?

Relevant

> Improving student outcomes is the ultimate goal of all teachers and school leaders, and of the professional learning they undertake. Professional learning will be most engaging for adult learners and have the greatest impacts on practice when it assists teachers and school leaders to address and adapt to the challenges they face in improving student learning, engagement with learning and wellbeing

Selecting PL	Evaluating PL
• How will this address my students' needs? • Which of my goals does this relate to? • Does this relate to a school goal? • Is this based on current research? • Does this promise a new solution to an existing challenge? • Is it timely, that is, occurring when I need it and will I be able to act on it?	• How has this professional learning changed my practice and addressed my students' needs? • How have I acted on this professional learning to progress achieving my goal(s)? • How have I acted on this professional learning to progress achieving a school goal(s)?

What do the characteristics of effective professional learning look like?

Collaborative

> Collaboration has a powerful effect in magnifying and spreading the benefits of professional learning and adds a new and valuable dimension to the learning undertaken by individuals. It connects teachers and leaders to their colleagues within and across schools and to external experts. Effective collaboration involves more than simply working together. It demands a disciplined and purposeful approach to collaborating to solve the challenges that are most important to improving student outcomes

Selecting PL	Evaluating PL
• Am I able to be involved in the design, content, practice and evaluation of my learning? • Are there opportunities to receive feedback on my practice and to observe others? • Is there opportunity to learn from experts? • Is there an opportunity to build a learning community within and/or between schools? • Is technology used to enrich collaboration and learning?	• How have I transferred my learning and involved my students in the design, content, practice and evaluation of their learning? • How have I acted on feedback? • Have I followed up on opportunities for support to further enhance my learning? • How have I connected with other teachers to continue to build on my learning? • How am I using technology to support collaboration and further learning?

What do the characteristics of effective professional learning look like?

Future focused

> Effective professional learning seeks to develop teachers and school leaders who are adaptable and able to deal with new and unexpected challenges. It exposes teachers to new and emerging practices and the theories that underpin them. It should focus not simply on improving existing practice, but also on assisting teachers and school leaders to understand the theory behind what practices work in different situations, and when and how to apply a broad repertoire of strategies

Selecting PL	Evaluating PL
• Will this equip me to deal with future as well as current challenges? • Does this promote action research and inquiry? • Does this focus on high-level skills that will allow me to adapt? • Is this based on research that will challenge my thinking, encourage me to develop my own theories and promote a range of effective pedagogical practices?	• How have I used learning to address current challenges while planning for the future? • Have I devised an action research project to implement my learning? • Have I practised any new skills? • How have I implemented new ways of thinking in my teaching practice? What new pedagogies have I trialled? • Have I incorporated new technologies into my teaching?

Activity:

1. Think about a professional learning activity you have been involved in
2. Which of your goals/needs was addressed by the activity?
3. Was the activity effective in that it helped you progress toward your goal?
4. Did the activity lead to a sustainable change in your practice?
5. Evaluate the activity against the characteristics of effective professional learning – was it relevant, collaborative and future focused?

Further activity:

6. Complete the above questions for a range of different professional learning activities you have engaged in
7. Based on your evaluations of the professional learning activities, what activities had the greatest impact on your professional growth?
8. Informed by this, what will you look for in future professional learning opportunities?