Enabling the High Quality Professional Learning cycle

Considerations for leaders – Print on A3

The High Quality Professional Learning cycle is enabled by strong support from leaders and a strong culture of continuous development. The cycle below complements the [template for teachers](#), focusing on leadership support. It sits alongside the [Australian Teacher Performance and Development Framework](#). The stages may differ according to needs and context, and provide a scaffold to successfully encourage high quality professional learning in schools/services.

### Stage 1
**Identify professional learning need(s)**

Before teachers select professional learning, they need to consider what their learning needs are with reference to the Teacher Standards and their learners' needs, how these align with school/service strategic goals and the type of support they require.

To enable this, the following conditions can be considered:

- Teachers and leaders are equipped with the knowledge to analyse/collect data (i.e. feedback from colleagues, students, parents) to determine their learning needs.
- School/site strategic goals are communicated to all staff.
- Staff are engaged in regular performance and development conversations.
- Staff are aware of the support and resources provided for professional learning.

### Stage 2
**Select and undertake learning**

The [Australian Charter for the Professional Learning of Teachers and School Leaders](#) describes high quality professional learning as relevant, collaborative and future-focused. Teachers should be reminded to consider this when selecting professional learning.

To enable this, the following conditions can be considered:

- Staff are aware of different types of professional learning, noting that school embedded, collaborative and longer-term professional learning is more effective.
- Staff are guided and supported to select and undertake appropriate professional learning.
- Staff are involved in planning whole-school professional learning.
- Staff are encouraged to challenge their thinking and enhance their teaching practice for better learner outcomes.

### Stage 3
**Apply and refine learning**

Professional learning is high quality when opportunities are provided to teachers to apply, reflect and refine, and even share their learning. A strong culture of learning in the school/service is crucial to support this stage.

To enable this, the following conditions can be considered:

- A common understanding of effective teaching is established and teachers are supported to apply their learning to enable this.
- Staff are given adequate time and support to assess, reflect and refine their learning through the process, while being encouraged to be innovative.