

**Note**
Stages 2 and 3 can occur concurrently. Teachers should be encouraged to consciously apply and refine their learning throughout the professional learning.

**Stage 3**

**Stage 4**

**Stage 2**

**Stage 1**

**Note**
Stages 3 and 4 can occur concurrently. Teachers should be supported to evaluate their impact in order to refine their learning.

# Select and undertake learning

The [Australian Charter for the Professional Learning of Teachers and School Leaders](https://www.aitsl.edu.au/docs/default-source/default-document-library/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](file:///K%3A%5C08_Program%20Project%5C08_13%20Quality%20Teaching%5C08_13_01%20Projects%5C29_PG%20Guidelines%5CProject%20documents%5CHQPL%20Teacher%20and%20School%20leader%20Guides%5C2019%20Work%20for%20Guides%20-%20SL%20and%20Teacher%5CProfessional%20Learning%20for%20Career%20Stages.docx), 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.

# 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.

**Enabling the High Quality Professional Learning cycle**

Considerations for leaders – Print on A3

# 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.

# Evaluate overall impact

Effective evaluation involves teachers and leaders monitoring the impact of professional learning on: teaching practice, learner outcomes and whole-school/service measures.

To enable this, the following conditions can be considered:

* Staff are encouraged and supported to evaluate the impact of their professional learning with relevant data/evidence sources.
* Staff are guided to use evaluation findings to inform next steps and subsequent professional learning needs.
* Staff are encouraged to share their professional learning experiences with one another, especially those with high positive impact.

Encourage purposeful collaboration

 Encourage ongoing learning and be actively involved

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](file:///K%3A%5C08_Program%20Project%5C08_13%20Quality%20Teaching%5C08_13_01%20Projects%5C29_PG%20Guidelines%5CProject%20documents%5CHQPL%20Teacher%20and%20School%20leader%20Guides%5C2019%20Work%20for%20Guides%20-%20SL%20and%20Teacher%5CThe%20Professional%20Learning%20Cycle%20for%20Teachers.docx), focusing on leadership support. It sits alongside the [Australian Teacher Performance and Development Framework](https://www.aitsl.edu.au/docs/default-source/default-document-library/australian_teacher_performance_and_development_framework_august_2012.pdf?sfvrsn=e7c2ec3c_0). The stages may differ according to needs and context, and provide a scaffold to successfully encourage high quality professional learning in schools/services.

Establish structures and strategic plans for HQPL

Allocate adequate time and resources

Establish a strong vision and direction

Align the HQPL cycle with existing P&D processes

Prioritise most appropriate PL

Encourage collective responsibility for learner outcomes

Establish high levels of trust