

# Selecting High Quality Professional Learning

## Teacher Guide

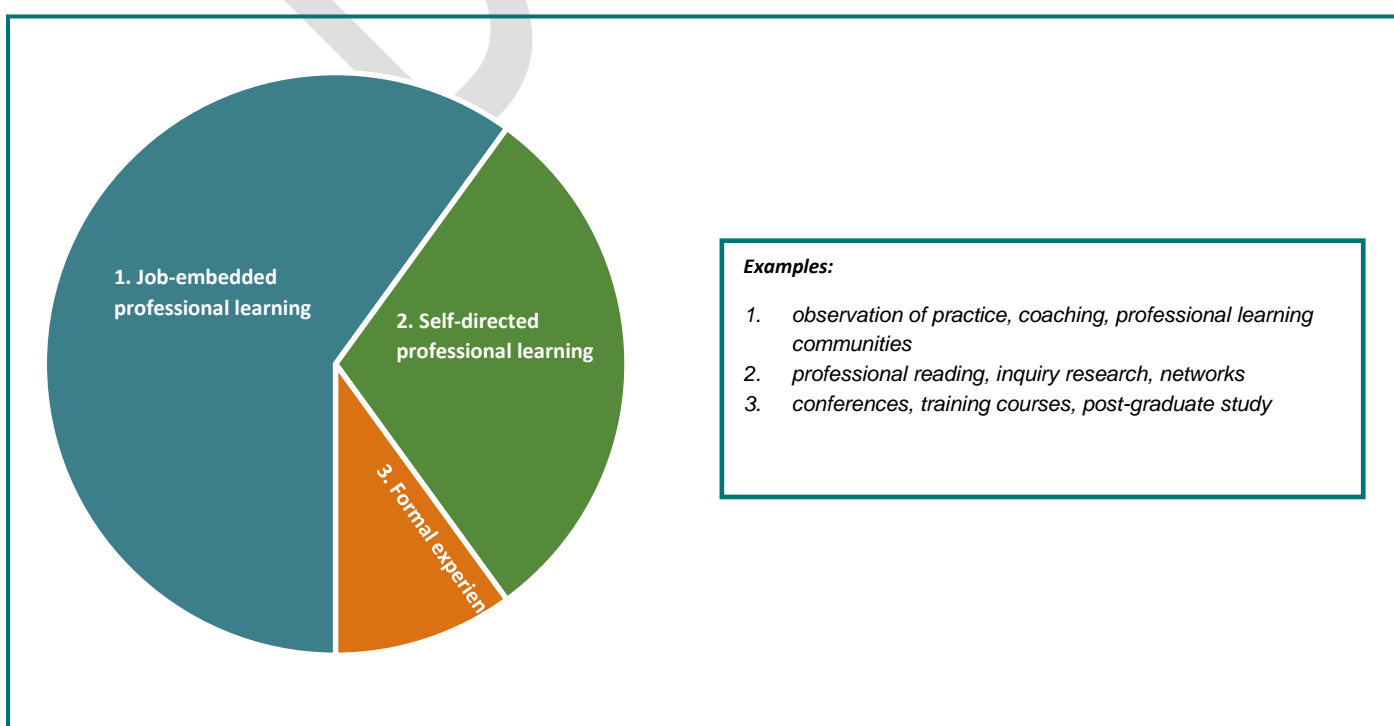
Purposeful professional learning for teachers is one of the most effective ways to improve teaching practices that lead to improved student outcomes. As professionals, teachers have a responsibility to actively engage in professional learning throughout their careers to improve their practice. Just as we expect students to be continual learners, so too should teachers.

**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. As a teacher you will engage with a range of professional learning activities for different purposes. The table below illustrates types of professional learning. Note that this list is not exhaustive.**

<p><b>Classroom based teaching</b></p> <ul style="list-style-type: none"> <li>• Observation of practice</li> <li>• Coaching and mentoring</li> </ul>	<p><b>Face to face learning</b></p> <ul style="list-style-type: none"> <li>• Conferences</li> <li>• School/setting learning event</li> <li>• Training courses</li> </ul>	<p><b>Formal study</b></p> <ul style="list-style-type: none"> <li>• Post-graduate study</li> <li>• TAFE certificate/diploma courses</li> </ul>
<p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Professional reading</li> <li>• Inquiry research</li> </ul>	<p><b>Online Learning</b></p> <ul style="list-style-type: none"> <li>• Modules and courses</li> <li>• Webinars</li> <li>• Online Forums</li> </ul>	<p><b>Communities of practice</b></p> <ul style="list-style-type: none"> <li>• Professional learning communities or teams</li> <li>• Networks</li> </ul>

**Job-embedded professional learning is more effective in improving teacher practice than many of the 'traditional' external professional learning opportunities.**

When choosing professional learning activities, consider adopting a multi-modal approach. Spend more time on professional learning **embedded into your daily practice**, a proportion of time on undertaking **self-directed learning** and a small percentage of time **attending conferences and formal degree qualifications**.



## Considerations when selecting professional learning:

This checklist serves as a guide to choosing professional learning for your needs.



Does the professional learning connect to my learning goals and the needs of my learners and school/setting?

Have I used data and evidence to identify the needs of my learners?	
Does it align with the Australian Professional Standards for Teachers?	
Does it help me to achieve my performance and development goals? Does it align with the school or setting's improvement goals?	
Is it related to an area of interest for me as a professional?	



Does the professional learning expose me to new ideas and challenge my thinking and practice?

Does it focus on changing or enhancing my teaching practice?	
Is it based on evidence and research?	
Does it have the right quantity and mix of content that I require to change practice?	
Is it based on evidence and research?	



Does the professional learning provide me with the tools and support to be applied back in my classroom?

How can the professional learning be applied in my teaching context?	
Will the professional learning provide opportunities to collaborate with others?	
Will the professional learning support me to reflect on the changes I need to make?	
Will the professional learning support me to evaluate its impact on my teaching practice and student outcome?	

## Further tools and resources

	Use this tool or resource to...
<b>Teacher Self-Assessment Tool</b>	Set goals and plan your professional learning after reflecting on your practice
<b>School Leader Self-Assessment Tool</b>	Reflect on your practice in relation to Leadership Profiles with these questions
<b>Classroom observation strategies resources</b>	Learn more about common observation strategies to implement in your setting
<b>Professional conversation enablers</b>	Know more about national and international research on effective conversations for professional growth
<b>Coaching resources</b>	Understand more about coaching and access coaching resources to be used in your setting
<b>Australian Charter for the Professional Learning of Teachers and School Leaders</b>	Find out more about the characteristics of effective professional learning
<b>Feedback resources</b>	Use evidence-based, practice tools to introduce or enhance feedback in your setting.