



## Professional Development Policy

Policy Classification		
<b>Author:</b> Damian Asprey	<b>Date of Origin:</b> July 2011	<b>Modification History:</b> Oct 2017 May 2018
<b>Date of Most Recent Review:</b> May 2018	<b>By Whom &amp; Position:</b> Policy Committee	<b>Commencement Date:</b> July 2011
<b>Policy Audience:</b> Public Domain	<b>Policy Status:</b> Current	<b>Policy Review Date:</b> 2020
<b>Policy Approval:</b> This Policy was approved by the Senior Leadership Team on 16 March 2015		
This policy supersedes all previous policies relating to matters contained herein.		

### 1.0 Rationale

- 1.1 Research shows that the professionalism and competence of classroom teachers are major factors in students' achievement of learning outcomes. Research highlights the importance of teachers being lifelong learners.
- 1.2 All employees need to be involved in ongoing professional learning and development through peer sharing, internal and external professional development programs and mentoring.

## **2.0 Purpose**

- 2.1. To ensure teachers access and undergo professional development programs to improve their professional competence and the improvement of student learning and student achievement outcomes.
- 2.2 To ensure all employees access and undergo professional development programs to improve their professional competence.
- 2.2. To articulate clear guidelines regarding the funding, process and procedures for attending professional development.
- 2.3 To outline the professional development requirements for Teacher Accreditation.

## **3.0 Guiding Principles**

- 3.1 The College Senior Leadership Team (SLT) will develop a three-year College Professional Development Plan (PDP) for all employees aligned with the College Strategic Plan (CSP) and the College Annual Plan (CAP).
- 3.2 All employees individual Professional Learning Plans are to be aligned with CSP, CAP and PDP.
- 3.3 External professional development programs as well as the College's professional development program is to be based on current research, consistent with 'best practice' and proven effective pedagogy.
- 3.4 All employees active and ongoing participation in professional development programs is regarded as a professional 'norm' within the culture of Oakhill College and for teachers it is a NESA requirement.
- 3.5 Professional development can be accessed from various sources such as: external professional development course providers, online professional development course programs, the College's annual professional development program, professional learning teams (PLTs), and peer-to- peer interaction.
- 3.6 Teachers are to reflect on, evaluate, annotate, and record their professional development for professional learning for Teacher Accreditation purposes in their NESA account, and adapt relevant professional learning to their teaching practice to enrich the learning of their students.
- 3.7 All employees are to take responsibility for their own formal professional development. Teachers are to ensure their professional development addresses the Australian Professional Standards for Teachers (the Standards) and other requirements, for maintenance of NESA accreditation at Proficiency Teacher level.
- 3.8 All full-time teachers are required to complete, within a five-year cycle (seven years for casual and part-time teachers), 100 hours of professional development. At least 50 hours must be NESA '*Registered*' professional development. The balance of the professional development needed to generate a total of 100 hours is termed '*Teacher-Determined*' professional development. For the individual full-time teacher, the 100-hour requirement averages out to about 10 hours of '*Registered*' professional development and 10 hours of '*Teacher Determined*' professional development per year.

## **4.0 Implementation of the Professional Development Policy**

- 4.1 The Principal will establish a Professional Development Committee to develop systems and procedures for the implementation of the Professional Development Policy.
- 4.2 The Professional Development Committee is responsible for developing (1) a three-year whole school Professional Development Plan; and (2) a whole school Annual Professional Development Plan providing a framework for Staff Days, Staff Meetings, school initiatives, and individual professional development.
- 4.3 The Principal and SLT are to endorse the College Professional Development Plan for Board approval.
- 4.4 The Professional Development Committee is responsible for proposing a professional development budget each year through the annual budget process approved by the SLT and requires Board approval.
- 4.5 The Professional Development Committee administers the professional development budget.
- 4.6 The professional development budget covers all costs associated with professional development and the implementation of the Professional Development Policy.
- 4.7 Teachers are to develop annually a Personal Professional Development Plan using the AITSL Performance and Development Cycle (locatable in their Professional Learning Toolkit). This Personal Plan requires teachers to choose three annual professional goals, each from one of three sources: (i) the College Annual Plan and/or Faculty Plan; (ii) the NESA Standards; and (iii) their own professional aims.
- 4.8 Each professional development goal needs to be discussed and endorsed by the Academic Head and/or line manager at the beginning of the year and reviewed as part of the annual goal setting process.
- 4.9 Teachers are, via their NESA account, to formally log and evaluate their own professional development as well as link it to the Standards to maintain their Accreditation to teach.

## **5. Applying for External Professional Development**

- 5.1 The Process for Applying for External Professional Development
  - 5.1.1 Employees wishing to access external professional development need to complete a professional development form on the College intranet at the beginning of each semester according to a given timeline. The on-line form requires a full costing including any fees, travel and/or accommodation costs etc. included in the professional development request.
  - 5.1.2 This on-line form follows a cycle from the applicant to:
    - the Academic Head/Line Manager to assess the professional development's relevance to the applicants Professional Development Plan, curriculum or other aspects of teaching or other associated work or duties;
    - the General Coordinator to ensure the College can cover that teacher's absence;
    - the Professional Development Committee to consider the professional development request in regard to College goals and the College Professional Development budget. The Professional Development Committee determines whether to accept or reject the application. If it is rejected, the applicant will receive a brief explanation from the Committee.
  - 5.1.3 After attending and completing an external professional development activity, the applicant is to provide feedback as requested by the Academic Head, Line-Manager and/or Planning Committee
- 5.2 Factors in determining the approval of a professional development application by the Professional Development Committee.
  - 5.2.1 The relevance of the professional development to College goals and/or whole school initiatives;
  - 5.2.2 The relevance of the professional development to the employees personal Professional Development Plan or teaching subjects or other College duties (e.g. co-curricular) or the Standards or career in general;

- 5.2.3 The impact of the professional development on the employees work or classes or the College on a specific date;
  - 5.2.4 The cost of the professional development and its impact on the College professional development budget;
  - 5.2.5 The number of professional development activities that the employee has applied for/attended in a school year.
- 5.3 The process for Review or Appeal  
Any cause for review or appeal is to be made in writing to the Deputy Principal.

## **6. General Guidelines Regarding Requests for Paid Professional Development**

The College's Professional Development Committee will assess the merit of an employee external professional development request/s. The Committee's review will lead to one of the following outcomes: the College may fully fund, partially fund, grant a day off with pay only, or decline an applicant's request for Professional Development. The following criteria will be used when assessing applications:

- 1) The professional development is considered to be of benefit to both the College and the employee.
- 2) The cost is reasonable, and the duration and date of the professional development do not disrupt the operation of the College or the learning of students.
- 3) The external professional development activity is a short course of about two to ten hours.
- 4) The number and frequency of the applicant's previous College funded professional development. Generally, one and no more than two funded external professional development activities per person in any one school year typically of two to ten hours' duration each.
- 5) The budget available.

Note: The College may consider requests to fund appropriate related expenses associated with Professional Development such as travel and accommodation. An outline of proposed related expenses is to be submitted with each Professional Development application. The College cannot finance substantial professional development activities such as a Postgraduate Master's Degree.

The cost of a teacher's personal professional development program, particularly linked to 'Maintenance' of Accreditation' requirements over a five or seven-year cycle, will not be borne totally by the College. This aligns with NESAs expectation that *"teachers are ultimately responsible for managing their own Maintenance-linked professional development"*. Professional Development applications based solely on a teacher's need to fulfill Maintenance requirements may be rejected by the Professional Development Committee, as it is expected that a significant amount of an individual teacher's professional development is to be paid for by the individual teachers themselves.

## **7. The Professional Development Budget**

The College Annual Professional Development Plan will be resourced and supported by a professional development budget. This budget will take into consideration:

- 1) All costs associated with running Staff Days and other school professional development activities as part of the College Annual Professional Development Plan, including fees (and travel/accommodation when applicable) for the occasional external expert/presenter;
- 2) The cost associated with subsidising as best as possible all employees who apply for external professional development of two to ten hours' duration per activity per school year;
- 3) All approved costs associated with a professional development request such as travel, accommodation and/or meals
- 4) The Professional Development Committee will be responsible for the implementation of the professional development budget to support the College Professional Development Plan, and will also be responsible for approving or declining applications for external professional development;
- 5) the Director of Professional Learning (DPL) assists with applying and monitoring of all professional development activities attended by teachers in a given school year.

- 6) The Professional Development Budget may cover:
- Single Day/In NSW
    - approved course cost (or partial cost)
  - Multiple Days/Interstate/Overseas
    - approved course cost (or partial cost)
    - approved accommodation by a College approved travel provider
    - transport costs (economy or the most cost effective) as organized by a College approved travel provider
    - taxi fares to and from the course venue if required
    - allowance for breakfast (if not included in course/accommodation charges)

## 8. Types of Professional Development

Different types of PD can be described as:

- External and NESA-Registered
- External and Unregistered
- Internal and Registered
- Internal Whole School
- Peer-based (departmental/group/pairs)
- Solo

### 8.1 *Classification of professional development by NESA for Maintenance of Accreditation Purposes*

A more formal classification of types of professional development depends on whether it has been registered with NESA, particularly in relation to the maintenance of accreditation to teach. NESA processes encourage teachers to select from a range of different professional development types such as Registered, Unregistered, School and Peer-based. This allows teachers to undergo a variety of professional development types. Formally, NESA classifies professional development as:

- (i) Registered;
- (ii) School-based Registered;
- (iii) Teacher Determined.

#### 8.1.1 *Registered Professional Development*

This is provided by professional PD organisations whose courses are linked to the Standards, have been endorsed by NESA, and are listed on the NESA website. Typical examples are the Association of Independent Schools (AIS), Teacher Training Australia (TTA) and subject specific organisations such as the Science Teachers Association of NSW

#### 8.1.2 *School-based Registered Professional Development*

This is professional development offered by a particular school, linked to the Standards and endorsed by NESA. This professional development offers teachers professional learning relevant to their school's context.

#### 8.1.3 *Teacher-Identified PD*

This covers a wide range of professional development not NESA-Registered. It can include conferences, workshops, observations, school-based training, research, delivery of professional development to peers, working in industry, preparation of professional articles and school-based professional development activities. This form of professional development supports a teacher's personal professional development plan. In addition, Teacher-Identified professional development contributes to a teacher's professional development hours when it is logged by teachers in their NESA account and is verified by a school's Teacher Accreditation Authority (TAA) Delegate and/or PD Delegate

## 9. Review

This Policy is to be reviewed by the SLT as per the schedule for Policy Review.

## **10. Appendices**

- 10.1** Seven Principles of Highly Effective Professional Learning in “Professional Learning in Effective Schools”, DET Victoria, 2005
- 10.2** Effective PD (Overview), “Professional Learning in Effective Schools”, DET Victoria, 2005
- 10.3** Types of PD
- 10.4** Overview of Performance and Development Cycle from AITSL website
- 10.5** Teacher’s Annual PD Plan
- 10.6** Observation Report on a Peer
- 10.7** Australian Professional Standards for Teachers
- 10.8** Glossary of Terms, partly adapted from *Professional Learning Policy*, NESA