

Sydney Distance Education Primary School

Procedures on Professional Learning

2019



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SDEPS Procedure on Professional Learning

Appendix A	Professional Learning policy for schools	Please refer to policy library website https://education.nsw.gov.au/policy-library/policies/professional-learning-policy-for-schools for the most updated version.
Appendix B	Professional Learning Application form	
Appendix C	School Development Days: Procedures (2017)	Please refer to policy library website https://education.nsw.gov.au/policy-library/associated-documents/School-Development-Days-Procedures-2017.pdf for the most updated version.

To improve the learning outcomes of our students, staff at Sydney Distance Education Primary School (SDEPS) are encouraged and supported in undertaking ongoing professional development, in order to develop skills, knowledge and understandings to support this goal.

SDEPS will incorporate the Department's Professional Learning Policy (Appendix A) through implementing these practices.

SDEPS, where applicable, includes a professional learning component within the endorsed school plan to facilitate the implementation of targets. This is linked to the school priorities, staff and school community needs, and Department priorities. It outlines the staff learning needs, strategies to meet those needs and anticipated outcomes of the learning.

SDEPS controls expenditure of funds on professional learning by having an application form for staff to ensure professional learning is focused on school or department priorities and is to be approved by both stage coordinators and principal (Appendix B). SDEPS supports new staff through school-based programs of induction and training, generally from their stage coordinator or manager.

School Development Days will follow the procedures set out by the Department (Appendix C).

All staff are included in the planning and activities of the days, with organisation and evaluation of the days being the responsibility of the school's professional learning team. The content of the days is in line with the professional learning component of the school plan, that is, addressing the school and Department priorities as well as staff and community needs.

SDEPS has a Professional Learning Team Coordinator whose duties are to,

Plan and coordinate Staff and Professional Development (PD) days and events
Evaluate PD activities for the school's Executive and Director
Maintain a digital PD register
Encourage staff participation in PD activities
Create guidelines for PD within the school
Liaise with a range of stakeholders (both internal and external) to address the school's needs
Support teachers in the maintenance of their accreditation
Develop an annual plan for the school covering all teaching and non teaching staff
Manage PD budget
Register school based training on MyPL (My Professional Learning Website)
Provide additional support for new and beginning teachers
Update the school's Professional Learning Procedures

Appendix A: Professional Learning Policy for Schools

Policy for professional learning in NSW public schools draws on professional learning practices and recognises that the participation of teams and individuals in workplace learning and in the wider professional context is key to developing quality professional practice.

Abstract

This document provides the policy of the NSW Department of Education and Training on professional learning for all staff in NSW public schools. The policy draws on knowledge of professional learning practices gained from current research. It recognises that the participation of teams and individuals in workplace learning and in the wider professional context are keys to developing quality professional practice.

The policy outlines the requirements and procedures for professional learning in NSW public schools. Guidelines and support materials are provided to assist in its implementation.

Applicability

This policy applies to all teaching and non-teaching staff employed in NSW public schools.

Context

The NSW public education system is committed to providing an education that fully develops the talents and capacities of all students. Professional learning is valued and recognised as a major contributing factor for improving the learning outcomes of students. Teaching and non-teaching staff in schools have a responsibility to undertake ongoing professional learning that develops skills, knowledge and understandings in support of this goal.

Professional learning refers to all training and development opportunities, formal and informal, individual and shared, that provide opportunities for professional discourse, interaction, practice, reflection and analysis. Professional learning can occur face-to-face, online or through other modes of delivery.

Policy Statement

Professional learning for school staff should contribute to the professional growth of staff and improved student outcomes in NSW public schools. The individual, the school, state office and regions share responsibility for promoting, planning, implementing and evaluating professional learning in schools.

This policy requires that:

- individuals engage in ongoing professional learning throughout their career.
- schools include a professional learning component within the endorsed school plan.
- schools ensure that the professional learning component takes account of the needs of staff and the school community and the priorities of the school and the Department.
- schools establish a professional learning team to plan, implement and evaluate the professional learning component of the endorsed school plan.
- state office, regions and schools promote and implement quality professional learning in collaborative and collegial environments.
- state office and regions support the professional learning of staff through the development of policy and the provision of a range of resources and opportunities.
- state office, regions and schools evaluate the impact of professional learning to inform and improve future professional learning.
- state office, regions and schools are accountable for the expenditure of funds on professional learning.

Procedures and standards

Individuals engage in ongoing professional learning throughout their career
All staff members are responsible for improving their practice by:

- pursuing ongoing professional learning in all aspects of their work.
- critically reflecting on their practice and achievements.
- contributing to the professional learning of colleagues.

Staff are entitled to seek school-based and systemic support to identify learning needs and develop personal professional learning programs.

Professional learning needs can include the development of knowledge, skills and understandings related to teaching, learning, leadership, management and administration. These can be related to personal professional goals and role specific needs at different career stages.

Schools include a professional learning component within the endorsed school plan.

The professional learning component of the school plan should be developed collaboratively with staff. It should be linked to the priorities articulated in the school plan and outline staff professional learning needs, the professional learning strategies to meet those needs and the anticipated outcomes of the learning.

The School Education Director will endorse the professional learning component as part of the endorsement process for the overall school plan.

Schools can have different ways of developing and describing the professional learning component. School case studies are provided to illustrate the different ways schools incorporate professional learning in their school plans.

Schools ensure that the professional learning component of the school plan takes account of the needs of staff and the school community and the priorities of the school and the Department.

Individuals and groups within the school should be involved in identifying their learning needs and goals for professional growth within the context of the priorities of the school and the Department.

The Department's priorities, strategic directions and commitment to staff learning inform the professional learning component of the school plan. The school plan must reflect the annual priorities of the Department. The Department will provide advice on professional learning opportunities linked to the Department's priorities.

Schools have a responsibility to support the individual learning needs of all new staff. In particular, new teachers are entitled to individual, structured, long-term, school-based programs of induction. Separate guidelines for schools to support the induction of new teachers are provided.

Schools establish a professional learning team to plan, implement and evaluate the professional learning component of the endorsed school plan.

Under the leadership of the principal (or nominee), and within the context of the school's management structures, the professional learning team can function as a separate group, as a sub-group of the school self-evaluation committee or in collaboration with other schools.

The composition of the professional learning team can vary. It can be structured to reflect the needs, interests and capacities of the school and take account of school size and geographic location. Staff membership on the professional learning team should be representative and determined according to agreed practice within the school.

The professional learning team:

- develops annual outcomes for professional learning, taking account of individual needs and the priorities articulated within the school plan.
- designs the professional learning component, identifying strategies to support the achievement of the outcomes.
- leads, coordinates, evaluates and reports on the implementation of the professional learning component of the endorsed school plan.

School case studies are provided to illustrate different ways professional learning teams can manage the professional learning component of the endorsed school plan.

State office, regions and schools promote and implement quality professional learning in collaborative and collegial environments.

Planning for professional learning should be developmental and informed by research. Collaboratively negotiated strategies, time-frames and forms of feedback support the achievement of professional learning outcomes for all staff. A strong collaborative professional community and supportive leadership enhance and extend opportunities to learn.

Learning that connects explicitly to the individual's day-to-day work creates opportunities for sustainable change to professional practice.

Professional learning can occur within and beyond the school. Activities beyond the school provide opportunities to network and those within the school provide opportunities to practice. Changing practice requires time to develop skills, knowledge and understandings.

The implementation of professional learning should use strategies that connect theory to practice and encourage collegial discourse, critical reflection and constructive feedback.

State office and regions support the professional learning of staff through the development of policy and the provision of a range of resources and opportunities.

The Department supports the development of skills, knowledge and understandings that are essential to the introduction of mandatory aspects of curriculum, welfare and organisational change or that assist staff to comply with legislative requirements. In addition to expertise available in schools, resources to support professional learning for school staff include:

- * professional learning funds distributed to all schools.
- targetted funds distributed through equity programs and grants for specific purposes.
- other school funds as appropriate.
- school development days.
- advisory, consultancy and program support from regional and state offices.
- print-based, electronic and online professional learning materials.

Schools, state office and regions provide professional learning opportunities. In addition schools can select from professional learning opportunities offered through universities, TAFE institutes and colleges and through professional networks and associations. The Department will publish and maintain a web-based list of its professional learning programs and activities with links to these associated providers.

Schools can decide to complement these professional learning opportunities by the use of other external providers. Separate guidelines for using external professional learning providers are provided to assist schools in decision-making and ensure the economical and effective use of professional learning funds.

State office, regions and schools evaluate the impact of professional learning to inform and improve future professional learning.

Systematic evaluation of professional learning in schools identifies the impact on practice and provides information on the extent of the achievement of outcomes and the effectiveness of the strategies employed.

To ensure valid and reliable information, schools will incorporate strategies for monitoring the progress of professional learning and recording the extent to which professional learning outcomes have been achieved.

In monitoring the extent and quality of professional learning available to and accessed by teaching and non-teaching staff, it is essential to keep records of plans, strategies, expenditure and outcomes.

The evaluation of professional learning across the state, regions and within schools identifies trends and needs and informs the planning of future professional learning.

Appendix B: Professional Learning Application

SDEPS Professional Development Activity Request Form

Applicant			
Course name			
Course code			
Duration of the course			
Date/s of the course			
Venue			
Cost (tick)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes, supply E Hampton with details
Relief required?			
Supports School Strategic Direction (circle)	Strategic Direction 1	Strategic Direction 2	Strategic Direction 3
DoE/NESA Priority Initiative	<input type="checkbox"/> Yes	<input type="checkbox"/> No	If yes which?
Mode of Delievery (tick)	<input type="checkbox"/> Online	<input type="checkbox"/> Face to Face	<input type="checkbox"/> Both
TIPL or Registered			
What standards does it meet?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
SCs Support: Low 1 to High 5			
SCs Comment			
SCs Signature			
Principal's Approval	<input type="checkbox"/> Approved	<input type="checkbox"/> Not Approved	Date:
Signature of the Principal			
Rationale of attendance			
Signature of Applicant			

Please return to Professional Development for recording in database.

RECORDED Yes/No Signed: PD Coordinator_____

Appendix C: School Development Days Procedures (2017)

This document outlines the department's procedures for school development days (SDD) for the professional learning of all teaching and non-teaching staff.

I. Introduction

1. These procedures provide advice to principals about the administration of school development days for teaching and non-teaching staff and procedures for variation to school development days in NSW public schools. They are to be read in conjunction with the Professional Learning Policy for Schools (2004) and the Australian Professional Learning Charter for Teachers and School Leaders (2012).
2. The purpose of school development days is to assist in school improvement and professional development of staff as guided by the School Excellence Policy, the Australian Professional Standards for Teachers (2012) and the Australian Professional Standard for Principals and the Leadership Profiles (2015) (the standards).
3. Five school development days are available each year: the first day of the school year, the first day of terms 2 and 3 and the last two days of term 4. Of these five school development days, the first three are available to all teaching and non-teaching staff. The last two days are made available to all teachers, unless local arrangements are made to include non-teaching staff.
4. This document supersedes School Development Days: Procedures (2013).

II. Guiding Principles

1. The content of school development days should be informed by departmental priorities, the school plan and the professional learning needs of staff, in consultation with staff and the school community.
2. The Secretary may identify broad topics for school development days which reflect the priorities for public education in NSW.
3. The organisation of school development days should:
 - enable teaching, and where appropriate, non-teaching staff, to be involved in activities relevant to their professional development.

- involve the school community where appropriate.
 - include arrangements for the supervision and teaching of students who attend on the school development days in terms 1, 2 or 3.
4. School development days may be rescheduled (with the exception of the term 1 school development day) by the principal with the agreement of teaching and non-teaching staff within the school. A change in days requires a rationale which could include:
- lack of availability of professional learning providers
 - collaborative professional opportunities across schools
 - the requirement to complete professional learning to meet a milestone outlined in the school plan.
5. The term 1 school development day cannot be changed.
6. School development days in terms 2 and 3 can be moved to another gazetted school day within the term, but not moved to after hours, weekends or school holidays.
7. School development days on the last two days of term 4 are for teachers. The participation of non-teaching staff in the professional learning on these days is at the discretion of the principal.
8. The school development days in term 4 can be rescheduled following consultation and agreement with teaching and non-teaching staff, including part-time staff in the school.
9. Communication with the school community is important. Sufficient notice must be given whenever changes are made to the rescheduling of school development days.

III. Variation of Terms 2 and 3 School Development Days

1. Principals who wish to vary the date of a school development day in terms 2 or 3 are required to consult with all members of their staff and with members of the school community. Consultation with the community is to occur, where established, via a Parents and Citizens Association or School Council meeting. This could also involve communicating to local parent or community groups, for example, local schools reference groups in Connected Community schools.

2. Records of communication and consultation are to be saved and filed including meeting minutes and information provided to parents. Information to parents could be distributed through newsletters, emails, apps, social media, school websites and telephone calls.
3. Rescheduled term 2 or 3 school development days can only be held on another gazetted school day. They cannot be moved to a weekend, after school or vacation.
4. When a term 2 or 3 school development day is rescheduled, a risk management strategy is required to address the duty of care needs for students who attend school on the rescheduled school development day.
5. Once all requirements in the rescheduling process have been followed, principals must complete a School Development Days - Notification of variation and forward it to their Director, Public Schools NSW four weeks prior to the rescheduled date.

IV. Variation of Terms 4 School Development Days

1. School development days must be used in the calendar year in which they are allocated. Rescheduled term 4 school development days can be held on a weekend or after school hours. They can also be held in the school holidays following term 1, 2 or 3. They can be held in the summer vacation, but not in the period between Christmas and New Year. If they are held on a weekend, schools may only use one day of the particular weekend.
2. The variation of a term 4 school development day may be implemented as a whole day or a minimum of two half-days. For participating staff the half-day is a minimum of three hours in length, dependent on school routine and including appropriate breaks. This provides adequate time for development activities to occur, especially where engaging outside providers.
3. Rescheduled school development days in term 4 may result in the school being non-operational on one or both of the last days of the school year. If this is the case, the principal is required to communicate this with members of the school community. This is to occur, where established, via a Parents and Citizens Association, School Council or local school reference groups in Connected Community schools.
4. Records are to be saved and filed including meeting minutes and information provided to parents. This communication outlining the arrangements for the rescheduled school development days could be distributed through newsletters, emails, apps, social media, school websites and via telephone.

5. Risk management strategy must be developed and implemented for rescheduled school development days in term 4 to ensure the health and safety of all staff. Obligations for employees who are on return to work plans must also be considered.
6. Once all requirements in the rescheduling process have been followed, principals must complete a School Development Days - Notification of variation and forward it to their Director, Public Schools NSW four weeks prior to the rescheduled date.
7. Should non-teaching staff members, including part-time staff, be asked to participate in one or both of the rescheduled term 4 school development days, they must be consulted on the timing of the proposed rescheduling.
8. In the event that a principal asks non-teaching staff to be included in one or both of the rescheduled term 4 school development days, the principal needs to ensure staff members are aware of the different industrial arrangements which may apply to them, such as averaging of hours, overtime and time-in-lieu of overtime for SAS staff.
9. When a temporary or casual employee is to be included in rescheduled term 4 school development days, approved provision for payment and/or alternate work arrangements are to be agreed with the staff member.
10. The principal is to make arrangements for the professional learning of a teaching staff member/s who are unable to participate in rescheduled term 4 school development days, such as:
 - are newly appointed to the school
 - return from extended leave or
 - ill

This may occur on the last two days of term 4.

11. Staff members who did not participate in rescheduled term 4 school development days are required to work on the last two days of term 4 and will be required to undertake appropriate professional learning.
12. Staff may not submit a leave application form for non-attendance at rescheduled term 4 school development days.

V. Responsibilities and Delegations

1. Develop and implement a risk management strategy which addresses the duty of care needs for students who attend school on a school development day in terms 2 or 3 and any staff who attend on the last two days of term 4, when the day/s has been rescheduled.
2. Provide clear information to students and parents regarding attendance requirements and supervision arrangements on scheduled school development days based on the risk management strategy.
3. Save and file minutes from consultation about variations of terms 2 or 3 school development days with the Parents and Citizens Association/School Council and copies of communication to the school community. Save and file copies of communication to the school community about variations to school development days in term 4.
4. Confirm the accuracy of staff attendance records.
5. Provide staff with information on attendance requirements for rescheduled school development days.
6. Confirm that employment arrangements that have been made for casual/ part-time staff are possible in payroll.
7. Evaluate school development days.
8. Report on the school development days through the Annual Report.
9. Once all requirements in the rescheduling process have been followed complete a School Development Days - Notification of variation and forward it to their Director, Public Schools NSW four weeks prior to the rescheduled date.

VI. Related Documents

Professional learning policy for schools (2004)

<https://education.nsw.gov.au/policy-library/policies/professional-learning-policy-for-schools>

Australian Charter for the Professional Learning of Teachers and School Leaders (2012)

http://www.aitsl.edu.au/docs/default-source/default-document-library/australian_charter_for_the_professional_learning_of_teachers_and_school_leaders

School Development Days Notification of Variation 2017

<https://education.nsw.gov.au/policy-library/related-documents/School-Development-Days-Notice-of-Variation.pdf>

Memorandum 98/139 (S.122) Settlement of Dispute on the care and supervision of school students

<http://www.schools.nsw.edu.au/media/downloads/schoolsweb/adminsupport/settlement.pdf>

School Excellence Policy

<https://education.nsw.gov.au/policy-library/policies/school-excellence>

Non-teaching staff in schools handbook

http://www.dec.nsw.gov.au/detresources/sasshbook_wFXDyGniCn.pdf

VI. Contact Information

Director, Leadership and Teacher Quality,

Leadership and High Performance

Email: leadership@det.nsw.edu.au



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