

Professional Learning:

Melton Primary School will:

- Provide staff with opportunities to attend Professional Learning in line with the Annual Implementation Plan (AIP) and Performance and Development goals.

Rationale:

- To provide opportunity for all staff to further their professional skills and/or qualifications.
- To provide opportunities for staff to further develop their awareness, knowledge and skills in current teaching and learning practices.
- To develop teachers with enhanced skills that in turn will improve student learning.

Implementation:

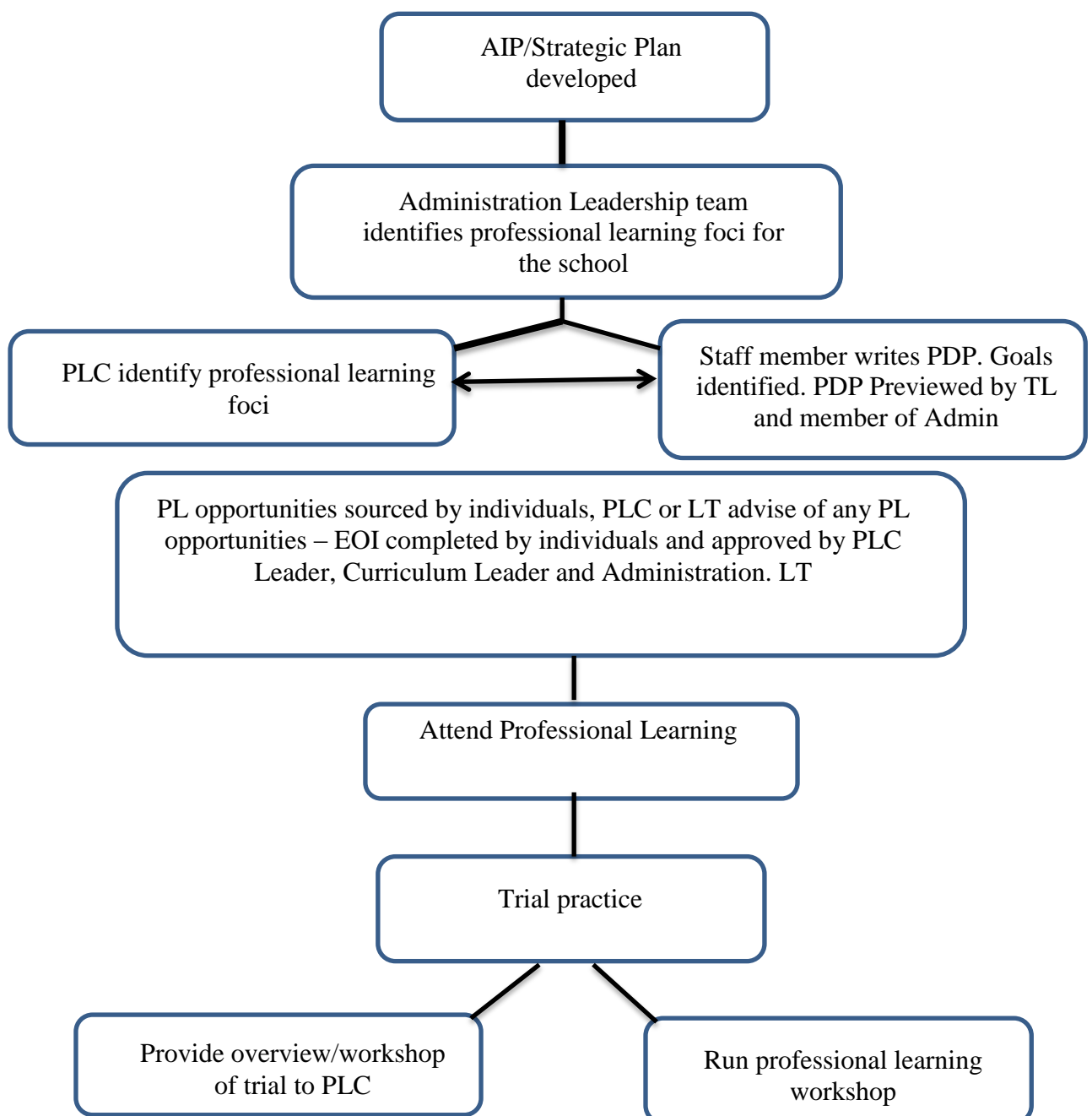
- Focus areas for PL will be identified by admin leadership and PLCs. If these PLs are in line with the PL required by the team then a team decision is made (PLC leader must sign the expression of interest form). The PLC then identifies the specific PL for their team members and the appropriate member/s are then required to fill in the expression of interest form.
- The request form indicates the purpose of the professional learning, how it will benefit the teacher, how the teacher will share the knowledge gained and the amount of money being requested towards the PL.
- Staff can also use information obtained through the Performance and Development Review process and school priorities to outline their intended areas for Professional Learning for the year.
- The requested PL is then assessed by the admin leadership team as to its alignment with Melton Primary School's A.I.P, strategic plan and the staff member's Professional Development Plan and the schools focus areas. If approved the staff must then book their own PL.
- PL activities may arise that would offer extra support to initiatives outlined in Melton Primary School's A.I.P. or, during the year, a new area of concern may be identified and a Professional Learning opportunity may be available to address the initiative/need. In such instances a staff member may be requested to take on a role to meet that need. Additional funding for this may be made available through Curriculum leadership budgets.
- A budget will be allocated to each professional learning team. Budget implementation will allow, over time, for equity of resources amongst staff.
- Staff are encouraged to seek (and provide) professional learning from other staff members.

Staff will:

- provide a workshop for other staff members to attend once returning from a Professional Learning session.
- complete a purchase order in regards to the Professional Learning they are attending.
- write in the diary the date of the professional development and PL next to your name once you have confirmation about the PL and inform the Assistant Principal of the time and date so that replacement staff or timetable changes can be arranged.

Leadership Team will:

- The Leadership Team will collate PL preferences from the staff. Professional Learning will then be coordinated to best meet the needs of Melton Primary School and the needs as outlined in PDPs for individual staff members.



Principles of Highly Effective Professional Learning:

- 1. Professional Learning is focused on student outcomes (not just individual teacher needs).**
 - Aimed at maximizing student learning so that all students achieve their learning potentials. Make teacher professional learning student centred. Student outcomes will improve if professional learning increases teachers' understanding of how to represent and convey content in meaningful ways.
- 2. Professional Learning is focused on and embedded in teacher practice (not disconnected from the school)**
 - School based and built into day-to-day teaching. Working with colleagues to enable teachers to work together to identify problems, find solutions and apply them. Professional learning should be anchored in the school-based work of teachers but enriched with ideas and knowledge sourced from outside the school.
- 3. Professional learning is informed by the best available research on effective learning and teaching (not just limited to what they currently know)**
 - Improves the learning of all students and prepares teachers to apply research to decision-making. Immerses teachers in the content they teach and provide research-based knowledge about how students learn the content. Results of research need to be accessible to all- looking at effective teaching and learning, how students learn particular content, classroom management, assessment and curriculum.
- 4. Professional learning is collaborative, involving reflection and feedback (not just individual inquiry)**
 - Related to individual needs but organised around collaborative problem solving. Teams share knowledge, expertise and experience in order to deepen learning and improve student's outcomes to foster a mutual understanding of effective classroom practice. Teams create the conditions for collegial reflection and support and help spread the workloads more evenly. Constructive, objective and actionable feedback for targeting areas of improvement for the purpose of designing professional learning. Peer feedback from professional learning teams or mentors as well as from experienced teachers and school leaders.
- 5. Professional learning is evidence based and data driven (not anecdotal) to guide improvement and to measure impact.**
 - Data from a variety of sources is used to determine the content of teachers' professional learning and to design and monitor the impact of professional learning programs. Evidence collected regularly at the student, teacher and school level to help focus teacher learning.
- 6. Professional learning is ongoing, supported and fully integrated into the culture and operations of the system- school, networks, regions and the centre (not episodic and fragmented)**
 - Ongoing, long term and sustained professional learning. Learning by reflecting, doing and refining is a long multi-staged process. Teachers need support for professional learning.
- 7. Professional learning is an individual and collective responsibility at all levels of the system (not just the school level) and it is not optional.**
 - Linked to the school's performance goals- these goals also reflect the needs and aims of the Region and the Centre. Work collaboratively with the Region, Central and key stakeholders to determine strategies for improvement and share best professional learning practices to drive school and system-wide improvement.

Expression of Interest to attend Professional Learning

(EOI closing date is one week prior to enrolment date)

Professional Learning _____

Day/Dates _____

Presenter/s _____ Cost: _____ CRT Required?: YES /NO

Please refer to MPS Professional Learning Policy

How does this professional learning add value to Melton Primary School in line with the MPS AIP?

How will this professional learning align and add value to your own learning goals as identified in your PDP.

Applicants Name: _____ Date: _____

PLT Leader Signature : _____ Date: _____

Leading Teacher Signature _____ Date _____

Admin Approval: _____ Date: _____

Attach the copy of the professional learning information/documentation

Staff must not book professional learning until Administration approval is gained and signed off.

2016 Professional Learning Budget

	Area	Budget										
			AIP Targetted Professional Learning: No Days									
Grade Level	Teachers	E.S.	PLC	Curriculum Lead group	Admin	Leadership	CRT / Day	Total CRT Cost	Seminar Fees / Day	Total Seminar Fee	TOTAL	
Foundation	5	2	1	1			\$350	\$3,500	\$300	\$4,200	\$7,700	
Grade 1	4	1	1	1			\$350	\$2,800	\$300	\$3,000	\$5,800	
Grade 2	4	1	1	1			\$350	\$2,800	\$300	\$3,000	\$5,800	
Grade 3	4	1	1	1			\$350	\$2,800	\$300	\$3,000	\$5,800	
Grade 4	4	2	1	1			\$350	\$2,800	\$300	\$3,600	\$6,400	
Grade 5	4	2	1	1			\$350	\$2,800	\$300	\$3,600	\$6,400	
Grade 6	3	1	1	1			\$350	\$2,100	\$300	\$2,400	\$4,500	
ICT	1		1	1			\$350	\$700	\$300	\$600	\$1,300	
Phys Ed	1		1	1			\$350	\$700	\$300	\$600	\$1,300	
Science	1		1	1			\$350	\$700	\$300	\$600	\$1,300	
Visual Arts	1		1	1			\$350	\$700	\$300	\$600	\$1,300	
LLI	1	2	1	1			\$350	\$700	\$300	\$1,800	\$2,500	
Admin Office ES	4				4		\$200	\$3,200	\$50	\$800	\$4,000	
Business Manager	1				3	1	\$0	\$0	\$50	\$200	\$200	
Prin Class	3				2	2	\$0	\$0	\$50	\$600	\$600	
Leading Teachers	3				1	2	\$0	\$0	\$300	\$2,700	\$2,700	
PLC Leaders	7				2	2	\$350	\$9,800	\$300	\$8,400	\$18,200	
Curriculum Leaders	3			2			\$350	\$2,100	\$300	\$1,800	\$3,900	
Aspirant Leaders	6					1	\$350	\$2,100	\$300	\$1,800	\$3,900	
Curriculum Days											\$3,000	
Light Snacks/Refreshments											\$3,000	
Literacy Consultant									\$1,750		\$32,000	

