



PAPAKAIO SCHOOL



312 Professional Development Procedure

Papakaio School is a learning community where all staff, including teachers and support staff, are engaged in a continuous process of improvement and enrichment. The school is committed to fostering a positive climate for continuous learning. It does so at a variety of levels - individual, team, whole school and through wider networks with an emphasis on collaborative learning. The Board of Trustees believes in the philosophy that "effective teachers should take ownership and give a high priority to professional development". It believes that a coherent and progressive opportunity to develop professionally and personally both improves learning and raises morale through personal and professional fulfillment and assists recruitment and retention.

Guidelines

1. All employees shall have an entitlement to access high-quality professional development.
2. The school may use a range of types of provision and providers adopting "Best Value" principles in determining these.
3. The school's provision will allow staff to develop skills and competencies progressively, building on skills that support the key areas identified in the school's strategic plan.
4. The school will support personal professional study and will reimburse course fees of up to \$500 upon completing the study and attaining the required pass.
5. The BOT will budget annually for up to \$10,000 for Teachers courses, release and travel.
6. Training will be available to all other staff up to a \$300 budget per staff member.

Identification of Professional Development Needs.

7. All professional development will be coordinated through the principal who will provide the staff with information regarding available professional development.
8. Professional Development opportunities will be identified through the school's strategic plan, performance management, self-evaluation and through discussions with syndicate leaders and/or the principal.
9. Professional Development will link closely to the Teacher Inquiry aspect of Staff Appraisal, and an expectation that a "Now What" as a result of the new learning will be clearly demonstrated.
10. The BOT through the principal will prioritise professional development using the following criteria
 - Will raise standards of pupils' achievements
 - meet identified individual, school or national development priorities
 - be based on good practice - in development activity and in teaching and learning
 - be provided by those with the necessary experience, expertise and skills
 - be based on current research
 - make effective use of resources, particularly ICT
 - provide value for money ie is cost effective
 - respect cultural diversity
 - opportunities are fairly shared, with weighting given to leadership, full-time teaching and perceived impact on student learning.

11. The school will encourage and build an "in-school professional development learning community" through
- collaborative teaching, planning and assessment, work within a syndicate, classroom observation, existing expertise, peer evaluation, collaborative enquiry and problem-solving and modeling
 - coaching and mentoring and engaging in a learning conversation
 - accessing an external consultant/adviser or relevant experts
 - master classes, model and demonstration lessons
 - school visits to observe or participate in good and successful practice
 - participation in Professional Learning Groups
 - encouraging an action research project in an individual class
 - distance learning (eg relevant resources such as educational journals and publications, training videos, PLOT)

12. At the conclusion of the professional development course the staff member will be required to reflect on the development and report to the teaching staff on key elements.

Reviewed June, 2013