



# PLANNING FOR PROFESSIONAL DEVELOPMENT ACROSS THE FOUR CAREER STAGES

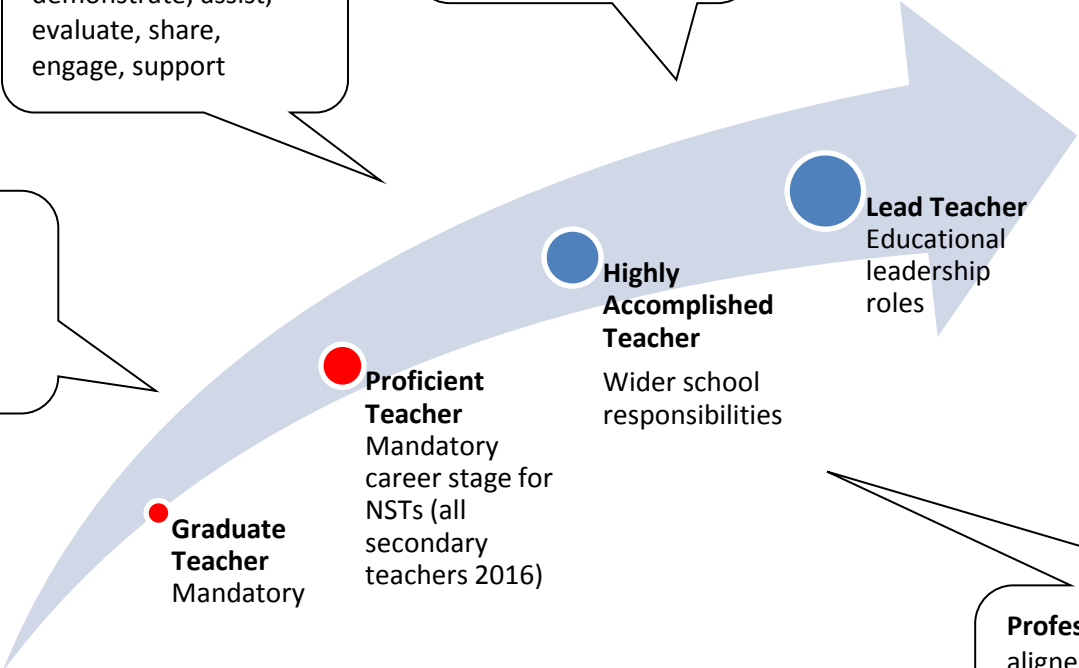
- Australian Professional Standards for Teachers**
1. Know students and how they learn
  2. Know the content and how to teach it
  3. Plan for and implement effective teaching and learning
  4. Create and maintain supportive and safe learning environments
  5. Assess, provide feedback and report on student learning
  6. Engage in professional learning
  7. Engage professionally with colleagues, parents/carers and the community

Lead, initiate, evaluate, analyse, mentor, review, monitor, develop, coordinate, identify

Mentor, advise, model, demonstrate, assist, evaluate, share, engage, support

Teaching practice - demonstrate knowledge, skills and commitment to professional learning

**Personal Growth**  
Improved student learning outcomes



**Graduate Teacher**  
Mandatory

**Proficient Teacher**  
Mandatory career stage for NSTs (all secondary teachers 2016)

**Highly Accomplished Teacher**  
Wider school responsibilities

**Lead Teacher**  
Educational leadership roles

At which career stage are you?  
Where are you heading?  
How will you get there?  
How will you know when you get there?

**Professional Learning Plan** should be aligned to the Australian Professional Standards for Teachers, career aspirations and teacher development, and school priorities.



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### School Leadership key to school improvement and improved teacher quality

- Develop a School Professional Development Plan based on school and teacher needs (data collection)
- Manage equitable access to professional development
- Develop and provide school-based professional development
- Describe professional learning
- Manage underperforming teachers
- Support career development through quality feedback

Peter Cole, *Professional Development: A great way to avoid change*

Strategies to building the quality and consistency in teaching across the school		
<ul style="list-style-type: none"> <li>• Shared vision</li> <li>• Position roles, responsibilities and accountabilities</li> <li>• Codes of practice</li> <li>• Student and teacher surveys</li> <li>• Pedagogy audits</li> <li>• Walk throughs</li> </ul>	<ul style="list-style-type: none"> <li>• Team planning</li> <li>• Learning teams</li> <li>• Teaching teams</li> <li>• Team teaching</li> <li>• Professional reading groups</li> <li>• Involvement in teacher networks</li> <li>• Action research projects</li> </ul>	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• Work shadowing</li> <li>• Coaching</li> <li>• Teacher feedback</li> <li>• Peer tutoring/support</li> <li>• Teacher-run training sessions</li> <li>• Classroom demonstration</li> </ul>

Some questions for leaders seeking to develop a professional learning culture	
<p><b>Structure development opportunities</b></p> <ul style="list-style-type: none"> <li>• How can job responsibilities be enriched?</li> <li>• How can staff be assisted to develop classroom demonstration skills?</li> <li>• How can staff be encouraged to visit each other's classrooms and offer feedback?</li> <li>• How can the school's professional learning library and its usage be improved?</li> <li>• How can we assist staff to take risks?</li> <li>• How might we use our training budget to foster in-school learning opportunities?</li> <li>• How might we formalise coaching and mentoring arrangements?</li> </ul>	<p><b>Review and monitor development</b></p> <ul style="list-style-type: none"> <li>• How can we help staff reflect on teaching processes as well as outcomes?</li> <li>• How can we improve the data that are collected to give teachers feedback about their classroom effectiveness?</li> <li>• How can we assist staff to review their developmental progress?</li> <li>• How can we reinvigorate jaded staff?</li> <li>• How can we make staff reviews and development planning more effective?</li> <li>• How can we build a stronger link between teacher learning and teacher behaviour?</li> </ul>



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