



3:15 Professional Development

The Board of Trustees is committed to ensuring that the teaching and non-teaching staff are highly skilled because

- we believe in learning as an intrinsically rewarding life-long process;
- everyone is a learner; and
- we recognize that quality professional development positively affects the achievement levels of all students and the quality of teaching.

Guidelines

1. On an annual basis, each staff member will be expected to
 - develop goals based on school wide annual priorities as well as for their own development as part of their appraisal programme;
 - engage in both school wide and personal professional development;
 - use a teaching as inquiry approach and reflect on new learning; and
 - keep a record of their programme.
2. The principal will prepare an overall plan for school wide and individual professional development. This plan will be approved by the Board of Trustees and funds will be allocated through the school budget.
3. Professional development opportunities include:
 - working with colleagues in groups to discuss target student progress and data,
 - cooperative planning and evaluation,
 - staff and syndicate meetings,
 - professional reading,
 - visits to each other's classrooms and to other schools,
 - staff modelling and observation,
 - analysis and evaluation of data,
 - use of teachers centres and advisors,
 - conferences, seminars and courses both in and out of school time,
 - teacher only days,
 - call back days,
 - staff sharing and forum events,
 - use of outside and internal expertise through collaborative discussion and inquiry,
 - Ministry of Education contracts,
 - ACCoS (CoL) professional learning initiatives ,and
 - Other school initiatives as agreed with staff and/ or Board of Trustees.

4. Details of courses / seminars etc will be made available to all staff.
5. Staff will apply for personal professional development to the Deputy Principal who will check factors such as relevance to appraisal goals, cost, equity, relevance to the school's annual plan and the ability of the school to release staff.
6. The principal will give final approval for a course to be booked after reviewing the school's professional development plan.
7. Staff may also choose to seek a Board study grant for personal professional development through a separate application process in February and mid-year.
8. For beginning teachers, the course selection will be restricted to the relevant beginning teacher course and the school wide professional learning programme.
9. School wide professional development can take place on call back days in non-contact school time (holidays). The NZEI contract allows for up to 10 days per year. The principal will provide notice a term in advance of such days. All teaching staff are required to attend such days.
10. The Deputy Principal will book relievers for staff when this is required to enable a staff member to attend an agreed professional development session.

WHOLE SCHOOL PROFESSIONAL DEVELOPMENT PROCESS

1. Needs to:
 - be relevant to identified student learning needs,
 - be relevant to staff's professional development needs,
 - be within the school's professional development budget,
 - be subject to available relievers,
 - be relevant to the school's annual plan and strategic plan,
 - be relevant to the schools vision and direction of the NZ Curriculum,
 - be relevant to goals identified through analysis of school wide data, school reviews and annual planning processes,
 - enable staff to keep abreast of current educational research and trends and thus maintain career parity and expertise with the wider educational community,
 - have an implementation plan with clear goals and intended outcomes
- All teaching staff will be required to participate and collaborate as part of the team.
- The principal will lead a review of school wide development so that staff can identify school system changes or modifications and next steps for staff learning.

PERSONAL PROFESSIONAL DEVELOPMENT PROCESS

- Staff members identify personal appraisal goal(s) with appraiser.
- This may include discussion about a proposed course or other opportunities.
- Appraiser submits information including course title, date, times, proposed benefits and details of any funding or release required to the Deputy Principal on PD application form on 365.
- If course is approved, the staff member will be advised to book and confirm course attendance.
- The Deputy Principal will book a reliever if this is required and inform the Executive Officer.
- Any teachers attending professional development courses during school time will leave a plan in place for the reliever.
- The teacher will keep a record of their learning which they will discuss with their appraiser and may be required to report back to staff/ team as appropriate.
- If feedback is required or desired, the school will use its best endeavours to make time available for that purpose.