

SECTION C (NAG 3)

PERSONNEL MANAGEMENT

POLICY:

Professional Learning

DATE OF REVIEW:

September 2022

REVIEWERS:

Gayna Hine, Isa Tausa, Mark Shanahan, Personnel Sub-Committee

GOAL

- To develop a culture where all staff contribute effectively towards the school goal of "Achievement for All".
- To develop a learning organisation where all staff see themselves as learners and are willing to explore new ideas and gain new skills and knowledge.
- To ensure that the school has a system for providing staff with professional development appropriate to the school's strategic vision, values, and goals.

OBJECTIVES

- To describe the forms of professional learning which may be available.
- To clarify the responsibility of the school to provide professional development for staff.
- To describe the systems by which the school provides professional development.

GUIDELINES

1. Professional development occurs in a variety of forms, including:
 - Weekly in-house sessions based around the strategic vision, values, goals and the school's Effective Teacher Profile (the most significant form on ongoing learning for all teachers)
 - E-Learning tutorials as required.
 - Relationship based Learning (RbL)
 - Attendance at in-service courses and conferences.
 - Collaboration within the Waitakere Community of Learners, Kahui Ako
 - Participation in ongoing professional development contracts which may bring external funding but may also require some school funds.
 - Whole school teacher only days
 - Whole school/whole district teacher only days
 - Professional coaching or mentoring
 - Participation in subject associations
 - Academic study taken in addition to teaching
 - Study leave awards.
2. The weekly professional learning programme is guided by the strategic vision, values and goals of the school in collaboration with the Deputy Principal: High Quality Teaching.

3. It is not possible for the Board to fully fund all the range of activities which teachers and other staff may wish to undertake. However, the school has a responsibility to plan, fund and provide professional development opportunities to enable staff to fulfil the professional roles in relation to the school goals and, where possible to meet their individual needs for professional growth.
4. The Board allocates funding for professional learning of teaching and support staff annually through the budget.
5. School-wide priorities for professional learning are set annually in line with the school's strategic goals.
6. The Professional Growth Cycle (PGC) engages teaching and non-teaching staff in an appraisal process of goal-setting and discussion about their professional development needs.
7. The Deputy Principal: High Quality Teaching is responsible for managing the range of professional development activities according to the priorities and within the allocated budget in consultation with relevant staff and committees.
8. Specific training for use of new technology will be provided as a matter of course where support staff is required to make use of this technology as a condition of employment.

Signature of Chairperson

Signature of Principal

Date