

Doonside PS Professional Learning Policy

2016





Professional Learning Policy

Doonside PS supports the development of staff at all levels so that their capacity to contribute to the quality of education of our students is enhanced.

Rationale

Staff development is an integral part of the total school program and is regarded as a development process for both teacher and supervisor. It is based on effective negotiation and professional introspection. Staff development is dependent upon the pursuit of excellence. It is a planned process designed to enhance the skills of staff, thereby improving the quality of education of students.

Teacher development is an integral part of the total school program and it is the professional responsibility of each staff member to participate in that program.

All executive staff, including the principal have a key responsibility in any staff member development program. This includes the identification of the needs of teachers together with the guidance and support to meet those needs.

The Department is responsible for ensuring that schools have a viable range of services including those needed for all staff development programs.

Supervision is a positive and integral aspects of the staff development which is concerned with the teacher's responsibility and accountability. It is exercised in a way which acknowledges the professionalism of teachers. The principal and executive are responsible for planning and applying supervisory practices for monitoring the implementation and improvement of the school's program in nits progress towards the achievement of stated aims and targets. This responsibility involves access to information about the educational welfare of each student and knowledge of the effectiveness of the work of teachers. Supervision is concerned with every aspect of the purpose of the school. Supervisory procedures incorporate activities necessary for the purpose of recognitions', guidance, support and improvement.

The Teacher Assessment and Review Schedule outline that:

- An officer shall be entitled to progress along or be maintained on the common incremental scale or the salary level for a promotions position after each 12 months of service subject to the officer demonstrating by means of and annual review, continual efficiency in teaching practice, satisfactory performance and professional growth.
- The officer's principal (or nominee) shall be responsible for annually reviewing the performance and development of the officer undertaking their work.
- For school teachers (including Temporary teachers) this annual review shall be supported by;
 1. Conferences between the teacher and the principal (or nominee);
 2. Observations of educational programs;
 3. Review of documentation such as lesson planning, lesson material, and student work, plans, evaluations and reports as appropriate.

Strategies

1. Teacher Assessment and Review Schedule
Refer to Department Document – Teacher Assessment and Review Schedule. Completion of the Teacher Assessment and Review Schedule.
2. Executive Assessment and Review Schedule

3. Executive Team Roles and Responsibilities
4. Supervision schedule
 - A) A staff supervision schedule has been negotiated with staff and outlines the individual items which make up the yearly supervision programs for individual staff that include
 1. Individual goal setting
 2. Conferences with teachers
 3. Observation of Teaching and Learning programs and program sharing
 4. Observations of classroom lessons
 5. Monitoring of students' work
 6. Sharing resources and collaborative programming
 7. Team teaching and inter-class observations.
 - B) An executive supervision sign off schedule.

This schedule has been developed with the executive and outlines the expected timeline within which Supervisors are expected to verify the completion of individual staff supervision schedule items of teachers under their supervision.
5. Staff development committee. – this committee oversees the provision of training courses for all staff.
6. Leadership development through
 - Leadership responsibilities of curriculum and management teams.
 - Supervision roles across the school
 - Executive team development.
7. Coordinators support the provision of flexible release time to provide coordinators and supervisors with extra time to meet with staff for conferences and to provide opportunities to complete some of the school executive responsibly, timetables etc.
8. Doonside PS Policy folder. This folder was developed to ensure that all teachers have access to copies of all current school polices and are updated as polices are developed and updated.
9. New teachers appointed to Doonside PS – will undergo a Orientation program.
10. Beginning teachers Induction Program – see website
11. Staff development meetings and Staff development Days
12. Administration, stage and KLA meetings.

Also see related Documents

Welfare policy

- ❖ Wet weather roster
- ❖ Leading and Managing the School
- ❖ Code of conduct
- ❖ Teacher Assessment and Review Schedule
- ❖ Literacy Policy
- ❖ Numeracy Policy
- ❖ Programming policy
- ❖ Program check list

Appendix

1. Executive Team roles and responsibilities
2. Staff supervision schedule
3. Professional Learning Plans
4. Programming proformas
5. AP Accountability checklist



Supervision of Staff Policy

Purpose:

- To ensure positive student outcomes resulting for quality teaching and learning programs
- To provide accountability for teacher performance.
- To provide accountability for executive performance.

Aims:

- To ensure procedures and strategies are in place that will ensure successful implementation of appropriate learning programs and quality teaching practice to meet student needs.
- To provide assistance, encouragement and support to experienced teachers by providing opportunities for personal growth, goal setting, reflection and feedback on the appropriateness of teaching practices.
- To provide opportunities for staff to develop their skills and interests to further develop personal career paths.
- To provide a program of assistance to teachers on probation or teachers who are experiencing some difficulty with aspects of their teaching.

Implementation:

- All executive staff including the principal has key responsibilities for the teacher development and supervision program.
- Supervision should be a negotiated process between the supervisor and the staff members.
- An annual program should be established for each teacher, which includes goal setting, implantation, evaluation and further development.
- Regular meetings should take place to assess progress on agreed goals.
- School staff should be made aware of "Good Teaching Practice: Agreed statement of Principles" especially with regard to teachers who are experiencing difficulties.
- Ensure that all staff development strategies in areas like: program development, effective teaching, assessment and reporting, class behaviour management, communicative skills and whole school planning and implementation are planned and followed up.

Evaluation

- Every attempt should be made to ensure that supervision is an ongoing professional development activity, which is appropriate to the individual needs of the teacher.



Professional Development Review Policy 2016

Every Term Teacher will

- Prepare a Teaching and Learning program for their class or program, which will be monitored each term by the supervising executive for the term
 - Pre-school Mrs Karen Charles
 - K-2 = Mrs Chhavi Khanna
 - Stage 2 = Mr Lincoln Dawson
 - Stage 3 = Mrs Lynette Plummer
 - Support = Mr Lincoln Dawson
- Teachers will complete timetables, reading levels, PLP's and so forth each term or as negotiated and supervisors will keep on file.
- Each term teachers will take part in classroom observations. These will be both formal and informal visits from other teachers, to other classrooms and from executive. The stage supervisor will engage in a formal classroom visit each term with each staff member and will provide feedback.
- Term conferences will be held each term between teachers and their supervisors in a formal sense. Items arising from discussion will be noted in the AP accountability folder. Discussion will be held around
 - Professional goals
 - Training and development to support school and professional goals
 - Issues which may impact on teaching and learning programs.
- At the end of the year teachers will be given a copy of the all forms and the original will be kept on file.
- A program for Teachers experiencing problems with their teaching will be implemented using the DEC guidelines.
- Teachers will develop a Professional Development Plan to engage the above statements.

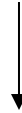


Doonside Public School Teacher Professional Development Schedule Overview.

TARS process revisited for all staff at the commencement of each school year



Each term supervisors view professional learning plans and others relevant documentation. This may include lesson plans and materials, student work and reports, time tables etc. Supervisors also work collaboratively with teachers at their stage level in planning time each term.



Supervisors provide feedback through conferences, written summation and classroom observations as arranged. Written summations are issued to the teacher and the principal.



Supervisors discuss written summations with the principal (or nominee).



Principal conferences with Teachers – as needed



Principal or nominee determines that the teacher-

- Demonstrates continuing efficiency in teaching practice, satisfactory performance and professional growth.
- Has been provided with feedback on his/her performance.

Verification document complete and copied for each teacher and school records.



Principal completes certification document for TARS and forwards to District Office (Director of Education).

Copy maintained on site.



Doonside PDP Staff Supervision Schedule

Supervision Activity	When	Documentation	Who will participate?	Who will Supervise?
Classroom Management – observation of class lessons	Negotiated with classroom teachers	Lesson plans, units of works, classroom programs	Teams, ESL, LaST, RFF, Library Teachers, Exec	Stage supervisor
Monitoring of students' work and praising the students' work	Incidental and as per organization schedule	Observations	Teams, ESL, LaST, RFF, Library Teachers, Exec	Stage supervisor
Goal setting	Term 1 and 3 or as needed	Professional learning Plans	Teams, ESL, LaST, RFF, Library Teachers, Exec	Stage supervisor
Teacher conferences	Term 1 and 3 or as needed.	Professional learning Plans	Teams, ESL, LaST, RFF, Library Teachers, Exec	Stage supervisor
Sharing resources	Ongoing	Collaborative programming; program proformas, team meeting meetings.	Teams, ESL, LaST, RFF, Library Teachers, Exec	Stage supervisor
Teaching programs	As per organisation schedule	Teacher programs	Teams, ESL, LaST RFF, Library Teachers, Exec	Stage supervisor, principal
Team teaching	Negotiated with classroom teachers.	Lesson plans / overviews, classroom programs	Teams, ESL, STLA, RFF, Library Teachers, Exec	Stage supervisor
Reciprocal visits	Negotiated with classroom teachers.	Lesson plans / overviews, classroom programs	Teams, ESL, STLA, RFF, Library Teachers, Exec	Stage supervisor
Programming Sharing	Once per semester	Team meeting minutes	Teams, ESL, LaST, RFF, Library Teachers, Exec	Stage supervisor
Timetable observation	Week 4 each term	Timetable	Teams, ESL, LaST, RFF, Library Teachers, Exec	Principal



Doonside Public School

Supportive Accountability Framework

2016

NSW Department of Education and Training requires that all teachers demonstrate continuing efficiency in their teaching practice. Following, is a table setting out essential accountability elements for teaching staff to meet, according to the criteria set down in Clause 6 of the *Crown Employees (Teacher in Schools and TAFE and Related Employees) Salaries and Conditions Awards 2001* (Teacher Assessment Review Schedule). The premise of this supportive framework is to ensure all teachers have the opportunity to professionally reflect and professionally develop, resulting in quality educational outcomes for students, through high standards of teaching, administration and management practice. Effective regular feedback (oral and written) forms a major part of this process.

Term	Requirements
1	<ul style="list-style-type: none"> ○ Meeting with Team Leader to identify/discuss goals/NSW Institute of Teachers Accreditation ○ Classroom observation (and professional feedback) by team leader ○ Program, assessment data, product supervision to Team Leader ○ Opportunity to observe demonstration lessons taught by Team Leader/Mentor/other Staff Member (optional) ○ Induction Program
2	<ul style="list-style-type: none"> ○ Meeting with Team Leader to discuss progress of goal ○ Classroom observation (and professional feedback) by Team Leader ○ Program, assessment data, work samples to Team Leader ○ Opportunity to observe demonstration lessons taught by Team Leader/Mentor/other Staff Member (optional)
3	<ul style="list-style-type: none"> ○ Meeting with Team Leader to discuss goals/issues ○ Classroom observation (and professional feedback) by team leader ○ Program, assessment data, product supervision to Team Leader ○ Opportunity to observe demonstration lessons taught by Team Leader/Mentor/other Staff Member (optional) ○ Meet with Principal/Deputy Principal to discuss progress of goals
4	<ul style="list-style-type: none"> ○ Meeting with Team Leader to reflect on goals achieved ○ Program, assessment data, product supervision to Team Leader ○ Opportunity to observe demonstration lessons taught by Team Leader/Mentor/other Staff Member (optional) ○ Professional appraisal according to TARS criteria ○ Interview with supervisor to discuss success and future goals (TARS)



Doonside Public School

Executive Accountability Framework

2016

Documentation	Term 1	Term 2	Term 3	Term 4
Programming Policy evident				
Teaching and learning checklist evident for ALL team members				
Supportive Accountability Framework complete for All Team members				
Classroom Observation Notes evident for All Team members				
Professional Learning Log indicated for all Team members				
Class Time table evident for Team Members				
Whole school coordination presented in folder				
Executive Expectations presented in folder				
Indication of student work products observed				
Team meeting minutes present in folder				
-+				
Other				

Other				
Other				
Notes				

