

Nelson College Policy

Personnel – Professional Learning



1.1 PROFESSIONAL LEARNING

Approved by: Board of Trustees
Contact: Deputy Headmaster
Group: Leadership Team

Date effective: Jun 2015
Review date: Jun 2018
Reviewed by: Leadership Team

Policy Statement

Nelson College will implement a system that supports the development of teachers as self-reflective professionals whose growth and development is directly related to the enhancement of students' educational opportunities.

Teachers will be involved in a Professional learning programme, working collaboratively with colleagues within an on-going structure which will include

- Regular meetings of professional learning groups
- Goal setting
- Collaborative work (linked to, but not restricted by, the college's themes as reflected in the annual Charter and department goals)
- Recording evidence as required to fulfil EDUCANZ expectations.

Teachers identified as "at risk" in terms of their professional competence will be supported through a process of remedial professional learning guidance and support in keeping with the STCA.

Policy rationale

The purpose of Professional Learning is to provide a positive framework for improving the quality of teaching and learning through focussed collaborative practice.

The requirements for professional relationships, professional values and professional knowledge as prescribed by EDUCANZ (see Appendices) are met by this policy.

Participation will allow

- Staff to feel empowered and supported in their practice as teaching professionals
- Staff to set goals which will directly benefit the student learning outcomes detailed in the college's Charter.
- Staff to progress on shared goals.
- The development of a Professional Learning folder that will document and demonstrate individual progress in professional learning and indicate areas for future development through a cycle of reflective practice.

Responsibility for implementation

The Board of Trustees

- provides a Professional Learning Programme that complies with EDUCANZ requirements and the STCA.
- delegates responsibility for the Professional Learning Programme to the Headmaster, and the Leadership Team (LT)

The Deputy Headmaster

- undertakes a review of the policy and an appropriate consultative process
- will be supported by the LT and key staff in administration of the Professional Learning Programme.

Staff

- Will engage in the programme of professional Learning

PROCEDURES

1. Professional Learning Programme: refer to professional learning documents in appendices.

2. ***Teachers Competence Procedures (see Section 3.3 of the STCA)***

- Staff who are identified as “at risk” in terms of their professional performance will follow a remediation programme of professional development under the supervision of a member of the LT.
- Their professional learning partner and/or HOD will retain a supportive role.
- The supervising administrator will follow the process of attestation and the teacher’s performance will be evaluated against the appropriate professional criteria
- Unsuccessful remediation will result in the initiation of formal competence proceedings in consultation with PPTA.

4. ***Attestation guidelines as set out by EDUCANZ***

The process of attestation will be followed by teachers who are eligible for salary increases, beginning teachers, and teachers who are identified as at risk.

- Teachers will participate in classroom observations recorded using appropriate observation sheets and retain a minimum of two observation sheets in their PL folder. (refer appendices)
- Collaborative groups in the mentoring process, overseen by the Deputy Headmaster, will evaluate each other against the Registered Teacher’s Criteria (EDUCANZ). The evaluation will be appropriate to the NC collaborative model of professional learning and supported by documented evidence in the PL folder.
- Professional Learning folders will be filed with the Deputy Headmaster.

APPENDICES

Registered Teacher Criteria

Collaboration XXXX – procedure

Professional Learning Folder in 'J:\Professional Learning' contains

- Professional criteria
- Collaborative process templates – electronic copies
- Calendars
- Thursday mornings – presentations and associated materials
- Additional information – professional practice etc

Templates

1. Mentoring partnerships
2. Setting goals
3. Reviewing goals
4. Professional discussion – keeping a record

Professional Teachers' Criteria (Education Council)

Inquiry learning model - <http://nzcurriculum.tki.org.nz/Curriculum-stories/Case-studies/Inquiry/Teaching-as-inquiry>

COLLABORATION XXXX – STEP BY STEP

Selection

- 1) Decide what form you would like your collaborative work to take. Would you prefer to work with one person or as part of a group?
- 2) Fill out the request form 'Collaboration XXXX' and I will make it work from there. It is possible to be part of two groups, you should see me about this.
- 3) Hand the sheet to me a.s.a.p. If you prearrange your pairing or group then it is very straight forward for me.

Folders

- 4) A returning staff member should start with 'Goals XXXX – a reflection', in particular the section which asks to consider what could/should be carried over from XXXX.
- 5) All staff will be given the opportunity in the first month to meet with their group / pairing to discuss / set / confirm their intended goals for XXXX.
- 6) During the year add all collaborative work to the folder regardless of which forum it is part of. You are encouraged to use the 'professional discussion – a record' sheet as a way of keeping track of meetings and activities you undertake. Even a scribble will help jog your memory later in the year!!
- 7) At the end of the year meet to consider the extent to which you have achieved your goals for XXXX and possible needs for XXXX.
- 8) A minimum of two observations per year should be kept in the PL folder.
- 9) You will also need to meet with your person/ group to consider your evidence against the 'Registered Teacher Criteria'. Again this is at the end of the year.
- 10) Other stock-takes and departmental work will be part of the years programme and can get added as they occur.

If you need more copies of anything : J drive/ professional learning/ collaborative paperwork

Any questions / suggestions always welcome

DATES XXXX

- to be entered for the current and past year
forms are then issued

Collaboration XXXX

Cipher _____

I wish to collaborate.....

(circle)

- With one other person
- With a group

The person or people I would like to work with....

Any other comments/ secondary group

I hope to have a draft pairing/ grouping to you at the beginning of week three.

Thanks very much

Please return to DHM asap

Goals XXXX

Identify three to four goals to work towards and to guide the time in a professional pairing or group.

The goals may be a continuation of goals set in XXXX, goals derived from issues raised in XXXX or altogether new goals

1. A goal(s) which reflects the development of a personal skill or knowledge
2. A goal which reflects the core aims of your main department for XXXX
3. A goal which takes into account the school wide goal of improving the level of engagement in the junior school

Goal #1 (Personal)

Goal #2 (Departmental)

Goal #3 (School)

Goal #4 (Additional)

Goals XXXX – a reflection

To what extent have the goals been achieved?

Goal #1 (Personal)

Goal #2 (Departmental)

Goal #3 (School)

Goal #4 (Additional)

Where to from here? Some ideas for XXXX, to begin the goal setting process

Professional discussion – a record

Meeting basics:

Date:

Venue:

Length of time:

Topics of discussion and summary of: decisions, recommendations, thoughts, praise, jokes.....and discussion of progress toward goals

1.

2.

3.

4.

5.