Professional Practice and Development Framework (PP&DF)
All Staff

- All staff members are responsible for meeting relevant professional standards and enhancing their professional knowledge and practice through engagement in the Professional Practice and Development Framework.

- There are many different models for improving teacher practice and student learning.

- All models have three steps in common:
  1. Reflection and goal setting
  2. Professional practice and learning
  3. Feedback and review
Australian Professional Standards for Teachers

- Provide a basis and common language for coming to a shared understanding of what effective teaching looks like.

- As teachers in the Maitland Newcastle Diocese, there are four standards that present a comprehensive picture around this.

1. Catholic Identity and Culture
2. Professional Knowledge
3. Professional Practice
4. Professional Engagement
<table>
<thead>
<tr>
<th>Domains</th>
<th>Standards</th>
<th>Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Knowledge</td>
<td>1. Know students and how they learn</td>
<td>1.1 – 1.6</td>
</tr>
<tr>
<td></td>
<td>2. Know the content and how to teach it</td>
<td>2.1 – 2.6</td>
</tr>
<tr>
<td>Professional Practice</td>
<td>3. Plan for and implement effective teaching and learning</td>
<td>3.1 – 3.7</td>
</tr>
<tr>
<td></td>
<td>4. Create and maintain supportive and safe learning environments</td>
<td>4.1 – 4.5</td>
</tr>
<tr>
<td></td>
<td>5. Assess, provide feedback and report on student learning</td>
<td>5.1 – 5.5</td>
</tr>
<tr>
<td>Professional Engagement</td>
<td>6. Engage in professional learning</td>
<td>6.1 – 6.4</td>
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<tr>
<td></td>
<td>7. Engage professionally with colleagues, parents/carers and the community</td>
<td>7.1 – 7.4</td>
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Professional Practice and Development Action Plan

- Step 1: Planning and Goal Setting (Reflection)
- Step 2: Implementation and Support
- Step 3: Review, Evaluate and Report (Mid cycle check in)
- Step 4: Affirmation and Reflection
Step 1: Planning and Goal Setting

- Critical reflection of goals must occur regularly at all levels within the school.

REFLECTION ➔ GOAL SETTING ➔ SMART GOAL CHECK ➔ GOAL AGREEMENT

- Three goals are identified as part of the Action Plan for Teachers
  - Goal 1: School wide goal
  - Goal 2: Faculty aligned goal
  - Goal 3: Personal Improvement  Priority goal
School wide goal for 2016: Differentiation

<table>
<thead>
<tr>
<th>Australian Professional Standards for Teachers APST</th>
<th>Goal Setting</th>
<th>School/System Aligned Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance &amp; development goal to be achieved (stated simply)</strong></td>
<td><strong>Specific</strong></td>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td><strong>Is my goal able to be measured? Will I be able to produce evidence of achievement?</strong></td>
<td><strong>Measurable</strong></td>
<td><strong>SMART</strong></td>
</tr>
<tr>
<td><strong>What actions will I take to achieve the goal?</strong></td>
<td><strong>Achievable</strong></td>
<td><strong>S</strong></td>
</tr>
<tr>
<td><strong>Does my goal connect to my professional growth, my school’s priorities and my students’ outcomes?</strong></td>
<td><strong>Relevant</strong></td>
<td><strong>M</strong></td>
</tr>
<tr>
<td><strong>Does my goal have a realistic timeframe?</strong></td>
<td><strong>Time-Bound</strong></td>
<td><strong>A</strong></td>
</tr>
</tbody>
</table>

Over the maintenance of accreditation period all standards must be covered in order to demonstrate proficiency.

ALL standard descriptors must be addressed over the maintenance period.

APST Standard 1.5.2

<table>
<thead>
<tr>
<th>Goal</th>
<th>School/Aligned Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.2</td>
<td>3</td>
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</tbody>
</table>
Faculty goals for 2016

- Each faculty will discuss goals in their PLTs.
- One common faculty SMART goal will become part of each faculty members Action Plan.
- The Studies Coordinator will then support their faculty members with professional learning in that area to improve student outcomes in this area.
Personal Improvement Priority Goals

- Each staff member is to identify a goal that is tailored to their own teaching practice.
- Goals MUST follow the SMART goal framework on the Action Plan.
- To identify this goal, reflection needs to occur.
  - Reflection can take the form of:
    1. Self Reflection Tool (AITSL website)
    2. Lesson observation
    4. Professional conversation with Studies Coordinator (evidence based)
    5. Professional conversation with PP&D leader (evidence based)
    6. School based reflection/rating tool
    7. Student survey results indicating an area for development
    8. Combination of any of the above
Step 2: Implementation and support

- What professional learning actions/support will I undertake to build my capacity in this area?

- Examples could include:
  - Lesson observations of staff more experienced in this area
  - Professional conversations with identified teacher with expertise in that area
  - Sessions to work on an identified area as part of a small group (Could be led by Leading Learning Coordinator or another Coordinator/Teacher with expertise in this area)
  - Sessions watching instructional DVD on identified area
  - Sessions discussing professional readings
  - Attending identified Professional Development

**IMPORTANT:** Make sure at regular intervals you identify results whether positive or negative and refine strategies as required.
Step 2: Implementation and support continued...

- An important part of effective professional practice is collecting evidence that provides the basis for ongoing feedback, reflection and further development.

- Evidence should come from a variety of tools to show that the goal has been met.
- Over the five year maintenance period, the diversity of evidence should reflect all seven standards.
- Examples include:
  - Direct observation of teaching (Variety of ways to do this e.g. walk through, peer observation, supervisor observation) and then teacher reflection on this process
  - Evidence of collaboration and communication with colleagues
  - Student feedback (documented)
  - Peer/supervisor feedback
  - Teacher self assessment, reflection
  - Evidence of participation in professional learning and teacher reflection on its impact.
  - Teaching and learning programs
  - Student assessment and learning (Data to support this)
Step 3: Review, Evaluate, Report

- Mid year check in (This is to occur formally and informally)
- Leading Learning Coordinator to check in with PP&D Leaders
- PP&D leaders to check in with teachers
- SIP funding to support this, time does need to be scheduled and documented.
Step 4: Affirmation and Reflection

- Final conversation: time (with PP&D Leader) designated as part of the initial setup of the plan.

- Teacher to reflect on their goals and professional growth.

- Supervisor to affirm and give feedback.

- Possible future goals identified.

- Teacher to keep a signed copy (can be used as part of evidence for accreditation).

- A file will be created for all plans to be saved.
Questions...

1. Do I need to show evidence against all 7 standards? How long do I have to do this?
   - The maintenance period is five years. You need to show you have achieved a selection of focus areas from each standard over this period. (At Proficient Level)

2. How do staff show evidence against all standards e.g. careers teachers?
   - Once again at Proficient Level, not all focus areas need to be addressed. However, if you are working towards HAT or Lead, all 37 focus areas do need to be addressed. Evidence dating over a three year period can be used.

3. By completing this Action Plan in 2016 and 2017, how does this help me with accreditation after 2018?
   - These plans can be used as evidence. The school will deem staff automatically proficient if plans have been completed during this two year period.

NOTE: The My Standards App can be downloaded for free as another tool to assist you in the process.