



DARLING POINT SPECIAL SCHOOL

PROFESSIONAL LEARNING PLAN



Professional learning at Darling Point Special School reflects the Guide to Professional Learning published by the Department of Education and Training (DET).

The guide emphasises the importance of quality teaching for student achievement and endorses effective, ongoing professional learning so that teachers are reflective, knowledgeable professionals, where currency, evidence-based pedagogies, and up-to-date requirements are front-and-centre of their practice.

This school uses the ***Developing Performance Framework*** to for teachers to identify skills and strengths, and areas for development against the key Domains of teaching: Professional knowledge and Professional practice. Teachers use the Australian Institute for Teaching and School Leadership (AITSL) 'Reflection on Practice' Tool <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/resources/reflection-on-practice-tool> to focus thinking and professional planning.

Teachers note the school's priorities for the year, as published in the Annual Implementation Plan and make particular note of the area/s where the individual teacher has lead or support responsibilities. Performance and development goals are documented, actions to develop capability are incorporated, and success indicators are confirmed before each teacher's performance development plan is discussed with school leaders and signed off.

Teachers undertake activities and projects as per their plan, taking data on their progress towards the agreed performance and development goals, and meet at least once through the year, with school leaders, to discuss their progress. Teachers reflect upon their successes, challenges, actions and shortcomings, and focus on what has been learnt that relates directly to their key work tasks. Teachers are encouraged to consider their strengths and interests and to consider how these can be further developed for their own and the school's improvement journey. Developmental aspects are also considered.

Teachers are encouraged to reflect upon their short, medium and long term career aspirations, with leadership opportunities fostered for those interested.

Teachers who struggle with any aspects of their work are actively engaged in support activities including coaching, mentoring, peer support, work shadowing, job-sharing, co-teaching, and other mutually supportive activities.

A range of professional learning opportunities matched to adult learning styles and individual preference are encouraged and supported by the school. These include seminars, workshops, conferences, reading circles, post-graduate study, peer tutoring, growth coaching, school governance through our school council, relieving opportunities in senior positions, on-line learning, professional reading, curriculum design, and involvement in school development activities.