This guide supports you to align your professional learning to the **Seven Principles of Highly Effective Professional Learning**

| 1. Professional learning is focused on improving student outcomes | 2. Professional learning is embedded in the everyday practice of educators | 3. Professional learning is informed by the best available research | 4. Professional learning is collaborative, involving reflection and feedback | 5. Professional learning is informed by data and evidence | 6. Professional learning is ongoing, supported and enabled by leaders at all levels of the system - school, network, Regional and Central Offices | 7. Professional learning is an individual and collective responsibility |

**What are the valued educational outcomes for our students and how are students performing in relation to these outcomes?**

What professional learning will enable me to deepen my knowledge and skills in identified areas of need to achieve improved student outcomes?

How will I be supported to see the link between the professional learning focus, my students’ needs, and my own individual learning needs, and the school’s improvement agenda?

How does the professional learning ensure that my motivation and commitment is harnessed?

**How is the professional learning embedded in practice – is the focus derived from the participant’s core work?**

How will the professional learning take place in my own work place/space?

What mechanisms /structures will support the enacting of learning (theory) in practice?

How will I deepen my offsite learning through the application of knowledge and skills to my daily work?

**Does the content of the professional learning reflect the latest research or theories?**

How will the professional learning support me to interact meaningfully with the research and build on my own experiences and existing knowledge?

**How will the professional learning provide opportunities for participants to engage in purposeful dialogue?**

How will the professional learning support collaborative and collegial practices?

What structures or protocols are used to support reflection on practice?

How will the professional learning encourage and support inner dialogue (challenge assumptions)?

**What evidence is used to identify professional learning needs?**

What evidence supports the inquiry?

How will I monitor and evaluate the impact of my learning?

What tools or measures will I use to enable me to evaluate the impact of my professional learning on my practice and on valued student outcomes?

**How will time be organized, allocated or scheduled to enable collegiate and collaborative opportunities for me to engage in professional learning?**

How will I be supported to engage in professional learning that is sustained over time and leads to change in practice?

Is the professional learning supported by the principal and members of the leadership team?

**As an individual, what outcomes do I want to create for my students, my colleagues and myself? How will my own ongoing learning support the achievement of these outcomes?**

**As a group, what is our vision for our students, school and system? How will our collective learning support us to achieve this vision?**

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The Principles lay the foundations for the development of a culture where schools are routinely and typically seen as places where all members – staff and students – learn; where professional learning is a normal part of every staff member’s daily routine; where organised off site professional learning is accompanied by opportunities to apply and embed learning into practice and include follow up and feedback.