Professional Development

The skills, abilities and expertise of staff at Swan Hill Primary School are highly valued and will be utilised wherever possible to improve teaching and learning.

Professional Development of staff will focus largely on school priorities, but teachers ought to have opportunities to pursue PD related to personal interest or needs.

Where possible, PD will be done in teams or as a whole school.

Staff who attend Professional Development sessions that are conducted outside school are expected to report and share new found information either at planning, unit or staff meetings.

Our professional development policy, updated at the end of 2007, provides further guidance in relation to this area.

Learning walk

The Learning Walk is a series of organised and structured collaborative walks involving teachers and a facilitator. The walk includes short visits to classrooms and follow up discussions. All staff will be released to participate in the Learning Walk Program for 2 half days each year. Each walk will have a specific focus arranged prior to the day. It is important that staff engage in the Learning Walk Program in a professional and supportive manner. Details and protocols of the Learning Walk can be found in the attached appendix.

Meetings

Meetings must be used effectively to share and promote quality teaching. All teachers should play a role in setting the agenda and participate as an active learner.

Coaching

All teachers will participate in coaching in areas of literacy and numeracy. The degree to which each teacher will be involved in coaching will depend on individual needs. The coaching model will involve 1:1 coaching sessions, shoulder to shoulder teaching, modelling and informal discussions that lead to improved teaching practice and student outcomes. Coaches will frequently attend team and unit meetings to provide support to all teachers in the areas of literacy and numeracy. CRT’s will be employed to allow time for intensive coaching sessions.

Mentoring

All new staff members, whether experienced or not, will be assigned a mentor. This involves a trusted colleague offering practical assistance regarding teaching and learning as well as advice on the culture and the day to day running of the school.

Performance review

The performance review process plays an important role in improving the teaching and learning within the school. All staff set and work towards meeting personal goals and targets, based on the professional standards and develop a professional development plan. School goals & priorities should also feature in all PD plans. Staff meet with their reviewer three times during the year to discuss progress and receive feedback on their performance. Reviews are conducted by the principal, assistant principal, Lit/Num Coaches and Specialist Leader.