



PROFESSIONAL DEVELOPMENT POLICY

Rationale

Teaching and learning are the primary activities of any school, learning is our focus. Staff are the prime resource which enable teaching and learning to take place. Professional development is of central importance to the school, staff and students as it is through professional development that teaching and learning is improved. Therefore the professional development of staff is essential.

Guidelines

1. Professional development should be ongoing and available to all staff, HOD's, beginning teachers, new staff, experienced staff, senior admin, teacher aides and support staff. A budget and Action Plan will be prepared annually.
2. Professional development programmes that the school participates in or operates itself should emphasise:
 - (a) A link with the annual school and departmental goals.
 - (b) Linked to the data that supports the need for Professional Development. This could be through NCEA data analysis for example.
 - (c) Improving the quality of instruction and assessment by encouraging teachers to examine their own teaching practice.
 - (d) Link to the schoolwide values of E T® and the classroom expectations that include the Key Competency skills that are part of the New Zealand Curriculum.
 - (e) Encouraging teachers to examine their own role as teachers.
 - (c) Providing teachers with up to date input in curriculum areas, particularly those which are new or changing.
3. Professional development should be part of the Teacher Inquiry and Performance Appraisal process at the school, where teachers in faculties reflect on their practice through data to develop pedagogy which attends to areas of focus for that individual. The inquiry process should be part of a performance appraisal review for the teacher which includes a professional interview and annual goal setting and review for all teaching staff.
4. Professional development should include a regular and comprehensive programme of advice and guidance for provisionally registered teachers.
5. Professional development should be used as evidence for teachers to support their Attestation and Teacher Registration.

Conclusion

Professional development is the key to developing and maintaining quality staff committed to teaching and learning.

Approval:

When the Board approved this Policy it agreed that no variations of this Policy or amendments to it could be made, except with the majority approval of the Board.

Approved by the Board of Trustees on 24 March, 2014.

Signed on behalf of, and with the authority of the Board

_____ on _____ (Date)

Board Chairperson

Due for Review: March, 2017

Reviewed Date: _____ Signed for B.O.T. _____

PROFESSIONAL DEVELOPMENT APPLICATIONS

It is required that Inservice applications and budgeting for each subsequent year should be made at the end of the previous year on the basis of:

1. Classroom management; teaching methods; and the curriculum development needs of teachers – as evidenced through in-class observation, peer appraisal and analysis of needs.
2. National, local, or school curriculum and/or assessment change.
3. Specific needs, such as PRT development or overall staff training on issues such as cultural issues, equity issues, health and safety, Restorative Justice, or new strategies for teaching and learning.
4. Needs that arise during the year that need to be addressed that year.

A necessary prerequisite for making applications for Inservice training under (1) and (4) above, is the successful implementation of an appraisal system.

To assist the administration of appraisal and related Inservice training applications it is expected that all HOD's submit a Departmental report, outlining goals for the following year and the requisite professional development needs.

Signed _____

Date _____