1. **Scope (audience and applicability)**

   This policy applies to employees in all divisions and units of the Department of Education including schools, with the exception of the Polytechnic, which already has a policy addressing this area.

2. **Purpose**

   The purpose of this policy is to ensure that professional learning and development support the growth of a successful, skilled, innovative workforce and inspiring leadership in the Department of Education.

3. **Definitions**

   Professional Learning: changes in the thinking, knowledge, skills and approaches that make up and individual’s repertoire.

   Professional Development: activities that develop an individual’s skills, knowledge and expertise.

4. **Policy Statement**

   The Department of Education is committed to:

   - creating and retaining a highly qualified, skilled, motivated and supported workforce
   - ensuring staff in all areas have the required knowledge and skills to undertake their work and to support each other for learning, growth and achievement
   - ensuring employees have access to the support and development they require to perform effectively
   - providing professional learning, coaching and mentoring for aspiring and current leaders
   - encouraging innovation and continuous improvement
   - enhanced leadership development.

   The Professional Learning Institute will work to support these commitments by:

   - Fostering the growth of sustainable learning networks across the agency
   - Developing a culture which has a collective responsibility for continual learning and improvement in student learning and client service outcomes
   - Developing a culture which has a collective responsibility for continual improvement and efficiencies in corporate and other support systems
   - Building leadership capacity in the design and support of professional learning
• Using professional standards as a reflective tool.

Professional Learning and Moderation Days support schools to:
• keep abreast of current trends in education
• provide opportunities for neighbouring schools, networks of schools and high schools and their feeder schools to undertake collaborative professional learning
• provide opportunities for schools to share professional learning in departmental, systemic and national strategies.

Where professional learning needs sit outside designated professional learning days or the work of the Professional Learning Institute, managers are to work to support the department’s commitments in this area by investigating a range of options for their employees and provide them with opportunities to improve their knowledge, skills and capabilities.

5. Requirements

| Secretary and Deputy Secretaries are to: | • Implement this policy at a state level  
… | • Initiate processes for the regular and timely evaluation and review of professional learning plans and programs. |
| All Managers are to: | • Implement the policy and ensure that staff have timely, relevant and appropriate professional learning opportunities that align to an employee’s Performance and Development Plan and the department’s strategies.  
… | • Work collaboratively with the Professional Learning Institute to connect employees to contextualised and meaningful learning. |
| Directors, General Managers and Principal Network Leaders are to: | • Ensure that business unit managers and staff, principals, teaching and support staff are familiar with and enact this policy.  
… | • Align professional learning departmental strategies and plans. |
| Business Unit Managers and School Principals are to: | • Implement the policy and ensure that staff have timely, relevant and appropriate professional learning opportunities that align to an employee’s Performance and Development Plan.  
… | • Develop the business unit or schools improvement plan and ensure that it is supported by appropriate resources and aligns with local and systemic priorities. |
| All departmental staff are to: | • Identify and undertake ongoing professional learning to develop their subject knowledge, skills and work practices. |
| School Principals are to: | • Work through their Principal Network Leaders to their General Manager to determine professional learning days for their Learning Services. |
Professional Learning Institute is to:

- Design, develop and evaluate professional learning programs based upon:
  - learning data
  - professional standards
  - action research, inquiry and feedback processes
  - mentoring and coaching
  - active learning practices (participation, observation, demonstration)

- Implement leadership programs that support and meet the needs of established and emergent leaders (current principals, aspirant principals, teacher leaders, administration and executive staff).

- Work collaboratively with the Managers, Principal Network Leaders and school leadership teams, as well as expert providers of professional learning, to connect employees to contextualised and meaningful learning

- Foster leadership capacity in others by facilitating professional dialogue

- Engage current research

- Promote organisational learning that is quality assured.

6. Associated Documents and Materials

Department of Education Strategic Plan 2012-2015
Leadership and Learning Policy Driver
Performance Management Policy (Staff Only)
Performance Management Procedure (Staff Only)
Ministerial Direction 26: Managing Performance in the State Service
AITSL Teacher Standards (External Link)
AITSL Principal Standard (External Link)

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<tr>
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<td>Deputy Secretary Early Years and Schools</td>
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