

## **PROFESSIONAL DEVELOPMENT POLICY**

Ongoing professional development contributes to the quality of teaching practice and supports student learning. The recognition of professional development experiences values the contribution of teachers to the community. A significant role of teaching associations is to provide quality continuing development for their teacher members. The Professional Teachers Council NSW will assist member associations and affiliates through the provision and support of quality professional development.

### **QUALITIES OF PROFESSIONAL DEVELOPMENT**

The Professional Teachers Council NSW identifies the following as features of quality professional development, it will be:

- ▶ proactive and visionary leading teachers into new pedagogies and thinking
- ▶ active learning relating to teachers practice and efficacy
- ▶ evidence-based
- ▶ responsive to contemporary demands upon member associations and teachers involving teachers in the identification of what they need to learn and the development of the learning experience in which they will be involved
- ▶ formative and predictive in finding new ways of enhancing the learning capacities and performance of associations and their members
- ▶ ongoing, flexible and reflective, allowing for learning styles, distance, time and isolation
- ▶ based on good pedagogy that recognises and values prior learning and skills
- ▶ assessed and evaluated to ensure learning outcomes are met for all participants
- ▶ purposeful in that it meets identified needs of teachers and is relevant to student learning
- ▶ collaborative and engaging of professional networks, professional learning communities, partnerships and experts in the professional development of teachers
- ▶ broad in scope and nature to meet the overall needs of teachers, their professional teacher associations and schools
- ▶ valued and recognised

### **SCOPE**

The target groups for professional development are member associations and affiliate members; their members; teachers; schools; principals and school executive staff; administrative and support staff and other educational institutions.

### **PRINCIPLES**

Professional development should be an ongoing process extending from initial teacher preparation across a total teaching career. This includes a reflection on individual teaching practice, planning for ongoing professional growth and participation with colleagues in learning communities. Opportunities for continuous development are readily available to all teachers with involvement in teaching association activities. All members have equal rights and equal responsibilities in participating in professional development opportunities, irrespective of their schools or workplaces.

The design and delivery of professional development programs are needs based and reflect the ways in which adults prefer to learn. Evaluation is an integral part of all professional development programs. This can be measured through a variety of means and at different times throughout the professional development activities. Prior learning and skills are recognised, valued and utilised. Clear procedures for planning, monitoring, evaluation and reporting contribute to quality assurance and effectiveness of professional development activities.

Professional Development is intended to contribute to the growth of the individual, improve student learning and enhance the standing of the profession within the community.

### **CONTACT INFORMATION**

The Professional Teachers Council NSW welcomes your comments regarding this Professional Development Policy. If you believe that we have not adhered to this Policy, please contact us.