

**HIGHVIEW COLLEGE**  
**STAFF PROFESSIONAL LEARNING POLICY**  
**Responsible – Executive OPERATIONAL**



(Ratified every three years)

Developed by	Director of Professional Practice	2019
Reviewed by	Board Director, Nicole Sweeney	26 May 2020
		2013
		2016

**Rationale**

**Non-Teaching Staff**

Applications for Professional Learning should be made on the appropriate form, supported by any relevant documentation signed by your Line Manager and submitted to the Director of Professional Practice for processing.

**Teaching Staff**

Continuous professional learning is embedded in the teaching profession. The AITSL Standards make explicit the elements of high quality teaching.

Applications for Professional Development should be made on the appropriate form. The completed form is to be attached to any relevant documentation, (including details such as What, Why, Where and When for PD Tracker compliance) and submitted to the Director of Professional Practice.

It is a professional expectation that every member of staff will retain currency of practice. The Victorian Institute of Teaching stipulates that teachers engage in a minimum of 20 hours of Professional Learning each year. It is the responsibility of each staff member to record their Professional Learning for registration purposes. VIT can request a record of this during their annual registration process.

There are currently nine Professional Learning days for teachers scheduled each year: three in January, four in term time and two in December. Professional Learning, which is organised by Highview College, will be registered by the School on behalf of participating staff.

**APPENDIX 1 – SHARED TEACHING PEDAGOGY**

**APPENDIX 2 – LESSON OBSERVATIONS**

**APPENDIX 3 – ANNUAL PROFESSIONAL REVIEW & GOAL SETTING**

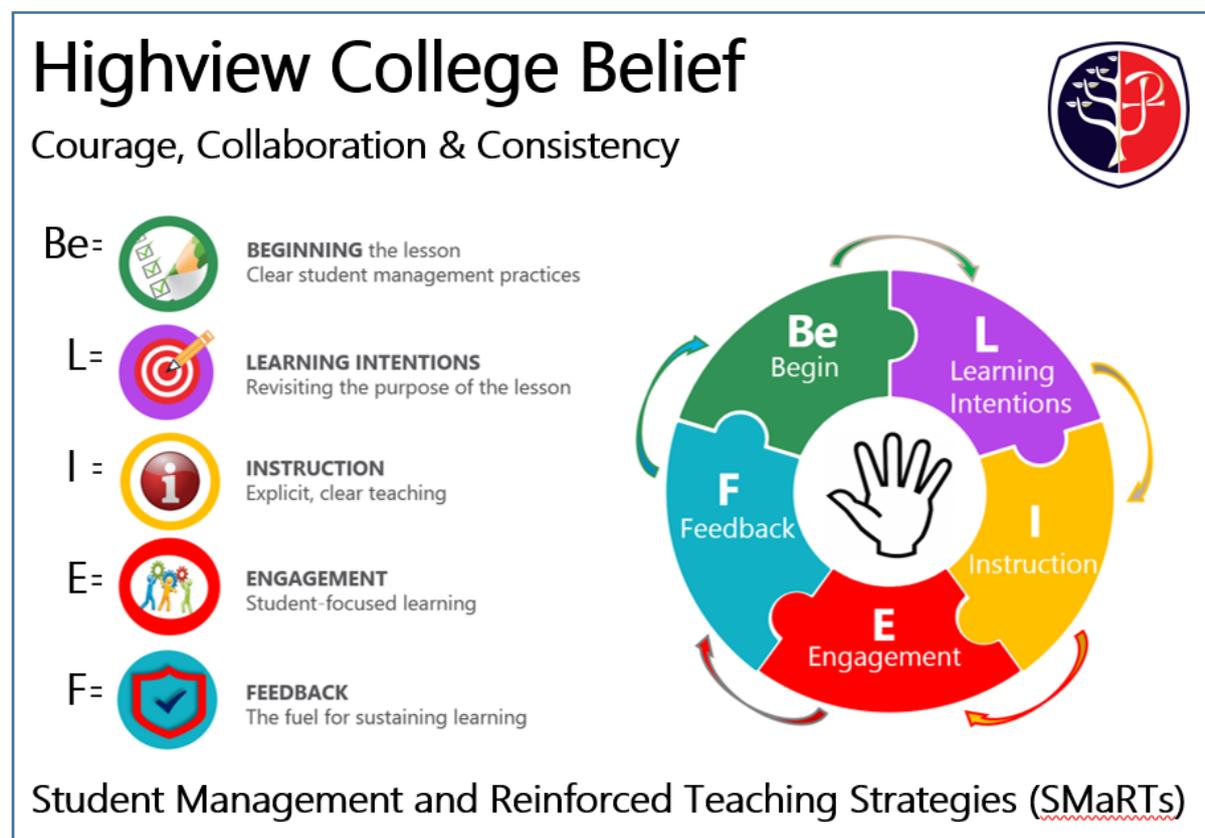
## APPENDIX 1 – SHARED TEACHING PEDAGOGY

At Highview, teaching focusses on effective communication and feedback, where our students and their learning outcomes are central to our methodologies. This is emphasised by teaching practices that facilitate a rich co-constructive learning environment, where students are engaged, feel valued and can competently and confidently thrive.

There is an expectation that teachers are highly competent in the knowledge and skills required to enrich and extend the students they work with.

There is also an expectation that their work with our students exemplifies the pride, dedication and passion required to facilitate our students to be the best they can be – as they move towards their future pathways.

To exemplify and evidence these expectations, and in the spirit of life-long learning, Highview staff participate in a two main evidence based practices. These both follow a respectful and collegial process which is generally managed at a Faculty level. They also reflect the National Teaching Standards (AITSL) and our School's SMaRT Strategies.



## APPENDIX 2 – LESSON OBSERVATIONS

Heads of Faculty and/or the Director of Professional Practice, will observe you teaching at least twice each year. All **new** teaching staff and **Provisionally Registered staff** will be observed more frequently to assist and support them. Lessons do not need to be showcase lessons. The observed lesson should be a natural part of a sequence of lessons.

### Why are we observing lessons?

The purpose of lesson observations is to

- enrich everyone's teaching capacity and to share strengths
- to demonstrate that we are a community of continuous learners and
- to share with students our collective commitment to best practice

You do not pass or fail a lesson observation. Heads of Faculty understand that lessons do not always go according to plan. The intent is to ensure that we are sharing what we do well and recognising what we could do better.

### What is being observed?

The lesson observation sheet reflects key elements of a successful lesson as illustrated by contemporary educational thinkers. Elements which are generic to most teaching opportunities and which enhance outcomes include:

- explicitly articulating the purpose of the lesson
- seeking to know whether the desired learning has occurred by asking students
- being 'time hungry'
- engaged students
- differentiating for learners
- using resources and strategies to enhance learning
- reviewing what has been learned in a plenary
- whether student can describe what they are learning
- establishing what must be done for the next lesson in the plenary

### Getting Started

- Triggering a lesson observation is the responsibility of the teacher and/or Head of Faculty.
- Arrange a mutually acceptable time for the lesson observation to take place
- Provide your Head of Faculty with a brief context for how the lesson fits into a unit or course of study
- Your Head of Faculty will make notes throughout the lesson and provide you with detailed feedback and some general comments about the lesson. The Head of Faculty may suggest that you visit a colleague's classroom to observe a particular strategy or teaching method or ask you to showcase your strategies for others.
- When you receive this feedback you will complete your own reflection and discuss as necessary with your Head of Faculty

- Both you, your Head of Faculty and/or the Director of Professional Practice will sign the observation record and it will become part of each teacher's professional portfolio. It may also be used to identify opportunities for full school professional learning.

On the next three pages is the Lesson Observation template for reference.

HIGHVIEW COLLEGE LEARNING IN ACTION  
 LESSON OBSERVATION BASED ON 'BELIEF' & AITSL



<b>Teacher:</b>	<b>Class/subject:</b>	<b>Year Level:</b>
<b>Date:</b>	<b>Lesson:</b>	<b>Number of Students:</b>

Start of lesson

aitsl

Beginning	<p>1. <b>Administration:</b> greeting, roll, late students, phones, seating</p> <p>Evident <input type="checkbox"/> Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	4.1, 4.2, 4.4
Lesson Intention	<p>2. <b>Lesson Aims expressed:</b>          Clear statement of the lesson's intention visual &amp; verbal</p> <p>Evident <input type="checkbox"/> Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 4.1
Engagement	<p>3. <b>Lesson Starter:</b> <i>starter activity, review of last lesson's learning, homework follow-up, etc.</i></p> <p>Evident <input type="checkbox"/> Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 3.3, 4.4

Lesson qualities

aitsl

Engagement	<p>4. <b>Student Engagement:</b>  <i>Participation, questions, responses, contributions to discussion, etc.</i></p> <p>Evident <input type="checkbox"/> Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	1.1, 1.2, 1.5, 2.1, 3.3, 3.5
------------	---	------------------------------------

Instruction	<p><b>5. Innovative Practice in Delivery of Learning</b></p> <p>Evident <input type="checkbox"/> Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	1.1, 1.2, 2.1, 2.2, 3.3
Instruction	<p><b>6. Evidence of Inclusive &amp; Differentiated Learning</b></p> <p>Evident <input type="checkbox"/> Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	1.1, 1.2, 1.5, 3.3, 4.1
Feedback	<p><b>7. Evidence of Formative Feedback: <i>verbal/conversational, written</i></b></p> <p>Evident <input type="checkbox"/> Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	1.1, 1.2, 1.5, 2.3, 3.3, 5.1, 5.2
Engagement	<p><b>8. Effective Classroom Management and Communication</b></p> <p>Evident <input type="checkbox"/> Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	1.1, 1.2, 3.5, 4.2, 4.3
Instruction	<p><b>9. Blended Learning strategies</b></p> <p>Evident <input type="checkbox"/> Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	2.6, 3.4, 4.5

plenary

aitsl

Lesson Intention	<p><b>10. Aims of the lesson revisited/confirmed: <i>What have you learned?</i></b></p> <p>Evident <input type="checkbox"/> Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	1.1, 1.2, 1.5, 2.1, 2.2, 2.3, 3.3, 5.4
------------------	---	--

Instruction	<p>11. <b>Homework:</b> <i>What needs to be done at home?</i></p> <p>Evident <input type="checkbox"/>                      Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	<p>1.1, 1.2, 3.3, 5.4</p>
Feedback	<p>12. <b>Starting Point identified for the next lesson?</b></p> <p>Evident <input type="checkbox"/>                      Not Evident <input type="checkbox"/></p> <p>Evidence/comments –</p>	<p>1.1, 1.2, 1.5, 2.1, 2.2, 3.3, 5.4</p>

Further comments / observations

Teacher reflection / comment

<b>Observer</b>	<b>Signature</b>
<b>Teacher</b>	<b>Signature</b>

## APPENDIX 3 - ANNUAL PROFESSIONAL REVIEW & GOAL SETTING

As a learning community we are all committed to extending our capacity to engage learners and to advance the teaching profession and Highview College.

Reflective and collegial professional practice has a strong impact on individual professional growth and is essential in aligning personal priorities and expectations with those of the Highview College Community.

The process creates an extremely valuable forum which can explore contribution to teams and provide an opportunity for personal voice (aspirations, concerns, suggestions, etc.). As a learning organisation we are obliged to provide this process for all teaching staff.

Each year you will have a formal meeting with a relevant Line Manager to reflect on current practice and to agree future objectives for continued learning. This is to help both you and the College to continually improve work performance, to ensure that Highview College's aims and objectives are shared and practiced, and to support all staff in their work.

All teachers will undertake an Annual Review which has three main components.

1. All teachers will complete a 'Self-Assessment Tool', which is available on the AITSL website. This begins the review process and allows a teacher to personally reflect on their teaching capacities and their alignment with the National Teaching Standards. Copies of completed SATs are sent to the Director of Professional Practice
2. Teachers use their SAT as a reference and complete a Reflection sheet, in preparation for their meeting with their Line Manager
3. Teachers arrange an Annual Review Meeting (ARM), where they discuss their reflections and collaboratively set goals for the coming year. These goals are documented on the Highview College Annual Professional Review form which will be signed-off by the staff member and the relevant Line Manager.

The value of the review comes from the quality of the discussion at the review meeting and from the actions that result from it. The documentation is designed to help teachers plan for the meeting, to structure the meeting itself and to keep a record of the agreed action points.

The goals of the ARM process are to encourage and promote Best Practice, as well as referencing teacher practice to the National Teaching Standards.

### **The Process**

The Director of Professional Practice, in conjunction with relevant Line Managers (usually Heads of Faculty) will manage the process, from initiating the first meeting through to sign-off. All staff will receive an invitation to meet with a relevant Line Manager at a convenient time (usually during Term 4 for ongoing staff, and Term 1 for new staff).

Through conversation at this meeting:

- Three personal goals will be developed for implementation
- These goals will be recorded on the template provided
- The three personal SMART Objectives will be signed-off by both parties and the document will become part of the teacher's Professional Portfolio

On the next page is the goal setting tool implemented at Highview College.



## STEP 2 ANNUAL SELF REFLECTION

You will be given time to review your practice by using the AITSL Self-Assessment Tool. Please save a copy of your completed SAT and forward this to the Director of Professional Practice (for compliance purposes).

Briefly summarise your 'areas of strength' and 'areas for development' on this form and send these notes to your Head of Faculty. This reflection will form the basis of your goal setting.

Professional Knowledge	Know students and how they learn
	Know the content and how to teach it
Professional Practice	Plan for and implement effective teaching & learning
	Create & maintain supportive & safe learning environments
	Assess, provided feedback and report on students learning
Professional engagement	Engage in professional learning
	Engage professionally with colleagues, parents/carers & the community



### STEP 3 ANNUAL GOAL SETTING

Teacher \_\_\_\_\_  
Head of Faculty \_\_\_\_\_  
Date/Time \_\_\_\_\_

During Term 4 you need to make a time to meet with your Head of Faculty to discuss your reflection on teaching practice this year, and in consultation with your Head of Faculty establish SMART goals for the coming year.

Strengths
Areas for Development
Three SMART Goals for next year ( <b>see over</b> )
1
2
3

Signed (Teacher) \_\_\_\_\_

Signed (Head of Faculty) \_\_\_\_\_

## ESTABLISHING YOUR GOALS

The acronym **SMART** should guide your goal setting:

- S** specific, significant, stretching
- M** measurable, meaningful, motivational
- A** agreed upon, attainable, achievable, acceptable, action-oriented
- R** realistic, relevant, reasonable, rewarding, results-oriented
- T** time-based, time-bound, timely, tangible, trackable

The goals you set should be designed to enrich your pedagogy and should not be onerous. We request that at least one of these goals be directed towards explicitly incorporating one of the 16 Habits of Mind into your practice.

The Habits of Mind are summarised on the next page.

# HABITS OF MIND

<p><b>1. Persisting</b></p>  <p>Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.</p>	<p><b>2. Managing impulsivity</b></p>  <p>Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.</p>
<p><b>3. Listening with understanding and empathy</b></p>  <p>Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.</p>	<p><b>4. Thinking flexibly</b></p>  <p>Look at it Another Way! Being able to change perspectives, generate alternatives, <del>consider</del> options.</p>
<p><b>5. Thinking about your thinking (Metacognition)</b></p>  <p>Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.</p>	<p><b>6. Striving for accuracy</b></p>  <p>Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.</p>
<p><b>7. Questioning and problem posing</b></p>  <p>How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.</p>	<p><b>8. Applying past knowledge to new situations</b></p>  <p>Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.</p>
<p><b>9. Thinking and communicating with clarity and precision</b></p>  <p>Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.</p>	<p><b>10. Gather data through all senses</b></p>  <p>Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.</p>
<p><b>11. Creating, imagining, and innovating</b></p>  <p>Try a different way! Generating new and novel ideas, fluency, originality</p>	<p><b>12. Responding with wonderment and awe</b></p>  <p>Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.</p>
<p><b>13. Taking responsible risks</b></p>  <p>Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.</p>	<p><b>14. Finding Humor</b></p>  <p>Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.</p>
<p><b>15. Thinking interdependently</b></p>  <p>Work together! Being able to work in and learn from others in reciprocal situations. Team work.</p>	<p><b>16. Remaining open to continuous learning</b></p>  <p>I have so much more to learn! Having humility and pride when admitting we don't know; resisting complacency.</p>

[www.jamesanderson.com.au](http://www.jamesanderson.com.au)

Source: *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers*.  
By Arthur L. Costa and ~~Robert Kohn~~ Alexandria, VA, ASCD. © 2009. Reproduced with Permission. Visit [www.ascd.org](http://www.ascd.org)