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Pathways to Professional Excellence

Michelle Carrick | Head of Professional Learning (2019 – 2024)

Director of Mission (2025)

Acknowledgement

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1. Our context
2. Our programs
3. Discussion
4. Staff spotlight
5. Q&A

Commitment to Staff Development

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Head of Professional Learning

- **From 2012**

School Priority

- **“Empower staff to grow, innovate, and lead to deliver excellence in teaching and learning”**

Growth Philosophy

- **Professional learning culture**
- **Leadership development**
- **Alignment with AITSL standards**

Reflective Activity

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Mapping your school's professional learning culture

Reflective Activity:

Mapping Your School's Professional Learning Culture

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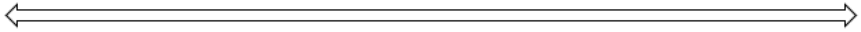
Continuum 1: Culture of Professional Learning

To what extent is professional growth embedded in your school's culture?



Mandated professional development — **Continuous, embedded professional learning**

1. What indicators suggest your school leans more toward one end than the other?

2. How do staff engage with professional learning beyond compliance requirements?

Continuum 2: Strategic Alignment

How strategically aligned is your school's professional learning system with its broader improvement goals?

Isolated professional development activities — **Integrated driver of whole-school improvement**

1. In what ways does your professional learning strategy directly support teaching and learning goals?

2. What would it take to shift your professional learning system toward greater strategic alignment?

Continuum 3: Ownership & Engagement

How would you describe the level of ownership your staff have over their professional growth?

Top-down, imposed — **Staff-driven, reflective, personalised**

1. What structures exist (or are missing) that enable staff agency in professional learning?

2. How is staff voice incorporated into professional learning priorities and design?

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Andy Hargreaves

“Too many professional development initiatives are done to teachers – not for, with or by them.”

“Teachers should be the drivers, not the driven.”

Snapshot

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WELCOME - PROVIDES SUPPORT FOR NEW TEACHING STAFF IN THEIR FIRST YEAR AT THE COLLEGE.

NURTURE – PROVIDES SUPPORT FOR GRADUATE TEACHERS.

EXCEL - REFLECTIVE PRACTICE THROUGH WHICH TEACHER'S IDENTIFY STRENGTHS & AREAS FOR IMPROVEMENT. WORK TO ACHIEVE A PEDAGOGICAL GOAL.

LEAD – ALLOWS LEADERS TO REFLECT, RECEIVE FEEDBACK AND SET GOALS AS WELL AS IDENTIFYING STRENGTHS AND AREAS FOR DEVELOPMENT IN THEIR TEACHING.

	Santa Maria College – Pathways to Professional Excellence			
	WELCOME	**NURTURE**	**EXCEL**	**LEAD**
WHY?	To provide structured support for teachers new to the College	To provide support and guidance to graduate teachers	To provide teachers with an opportunity to reflect, set pedagogical goals, and receive feedback.	To provide leaders with an opportunity to reflect, receive feedback and set goals
WHO?	New teaching staff	Early career teachers	Teaching staff	Teachers in leadership positions
WHEN?	In their first year at the College	In the first two years of their career	Every year	Every three years with goal setting & coaching conversations in Years 2 & 3 post-review
WHAT?	▪ Orientation & induction ▪ Faith Story & Witness ▪ Professional friend ▪ New staff meetings ▪ Regular meetings with HOLA & DOS ▪ Lesson observation ▪ Student surveys ▪ Feedback ▪ Peer collaboration ▪ Reflection	▪ Mentor ▪ Discussion group ▪ Reflection ▪ Goal setting ▪ Lesson observation ▪ Feedback ▪ Assistance with application to transition from provisional to full registration with TRBWA	▪ Reflection ▪ Goal setting ▪ Professional learning aligned with goal ▪ Testing, evaluating & refining implementation of goal ▪ Lesson observation ▪ Student survey ▪ Feedback	▪ Lesson observation ▪ Student surveys ▪ Feedback ▪ Student focus groups ▪ Reflection ▪ Report ▪ Meeting with the Principal to discuss future directions ▪ Goal setting ▪ Coaching

WELCOME

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WELCOME

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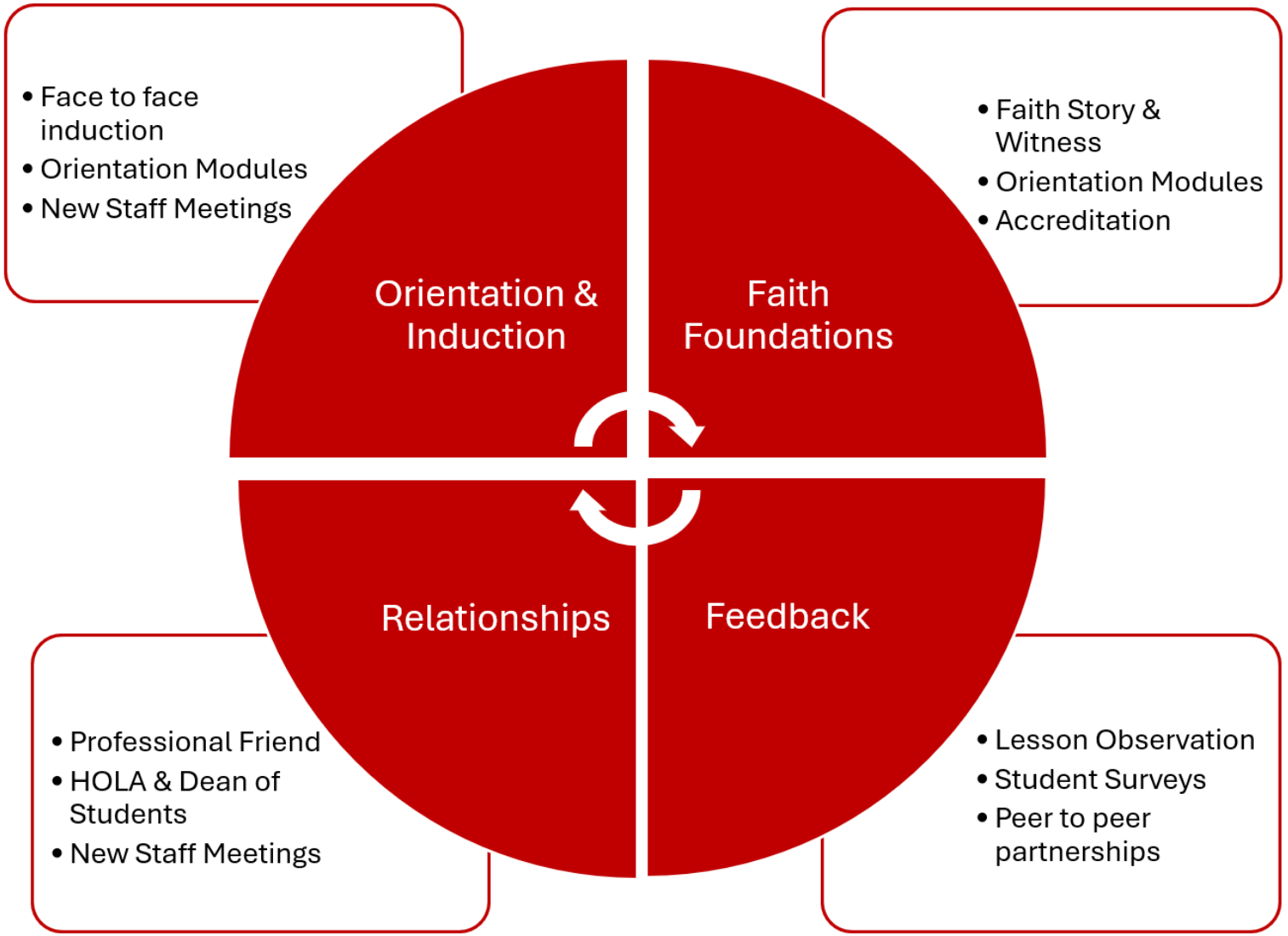

NURTURE

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Jeffrey P. Carpenter

“Teachers are energised as learners when they’re given opportunities to direct their own professional growth.”

NURTURE

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EXCEL

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John Hattie discovered that teachers are likely to have a large and positive impact if they…

- ✓ Are passionate about helping their students learn
- ✓ Forge strong relationships with their students
- ✓ Are clear about what they want their students to learn
- ✓ Not afraid to be the sage on the stage
- ✓ Adopt evidence-based teaching strategies
- ✓ Monitor their impact on students' learning and adjust their approaches accordingly
- ✓ Actively seek to improve their own teaching

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Enabling the High Quality Professional Learning cycle

Considerations for leaders – Print on A3

The High Quality Professional Learning cycle is enabled by strong support from leaders and a strong culture of continuous development. The cycle below complements the template for teachers, focusing on leadership support. It sits alongside the Australian Teacher Performance and Development Framework. The stages may differ according to needs and context, and provide a scaffold to successfully encourage high quality professional learning in schools/services.

aitsl Australian Institute for Teaching and School Leadership Limited

Stage 1

Identify professional learning need(s)

Before teachers select professional learning, they need to consider what their learning needs are with reference to the Teacher Standards and their learners needs, how these align with school/service strategic goals and the type of support they require.

To enable this, the following conditions can be considered:

- Teachers and leaders are equipped with the knowledge to analyse/collect data (i.e. feedback from colleagues, students, parents) to determine their learning needs.
- School/site strategic goals are communicated to all staff.
- Staff are engaged in regular performance and development conversations.
- Staff are aware of the support and resources provided for professional learning.

Stage 2

Select and undertake learning

The Australian Charter for the Professional Learning of Teachers and School Leaders describes high quality professional learning as **relevant, collaborative and future-focused**. Teachers should be reminded to consider this when selecting professional learning.

To enable this, the following conditions can be considered:

- Staff are aware of different types of professional learning, noting that school embedded, collaborative and longer-term professional learning is more effective.
- Staff are guided and supported to select and undertake appropriate professional learning.
  - Staff are involved in planning whole-school professional learning.
  - Staff are encouraged to challenge their thinking and enhance their teaching practice for better learner outcomes.

Note
Stages 2 and 3 can occur concurrently. Teachers should be encouraged to consciously apply and refine their learning throughout the professional learning.

Stage 3

Apply and refine learning

Professional learning is high quality when opportunities are provided to teachers to apply, reflect and refine, and even share their learning. A strong culture of learning in the school/service is crucial to support this stage.

To enable this, the following conditions can be considered:

- A common understanding of effective teaching is established and teachers are supported to apply their learning to enable this.
- Staff are given adequate time and support to assess, reflect and refine their learning through the process, while being encouraged to be innovative.

Note
Stages 3 and 4 can occur concurrently. Teachers should be supported to evaluate their impact in order to refine their learning.

Stage 4

Evaluate overall impact

Effective evaluation involves teachers and leaders monitoring the impact of professional learning on: teaching practice, learner outcomes and whole-school/service measures.

To enable this, the following conditions can be considered:

- Staff are encouraged and supported to evaluate the impact of their professional learning with relevant data/evidence sources.
- Staff are guided to use evaluation findings to inform next steps and subsequent professional learning needs.
- Staff are encouraged to share their professional learning experiences with one another, especially those with high positive impact.

EXCEL

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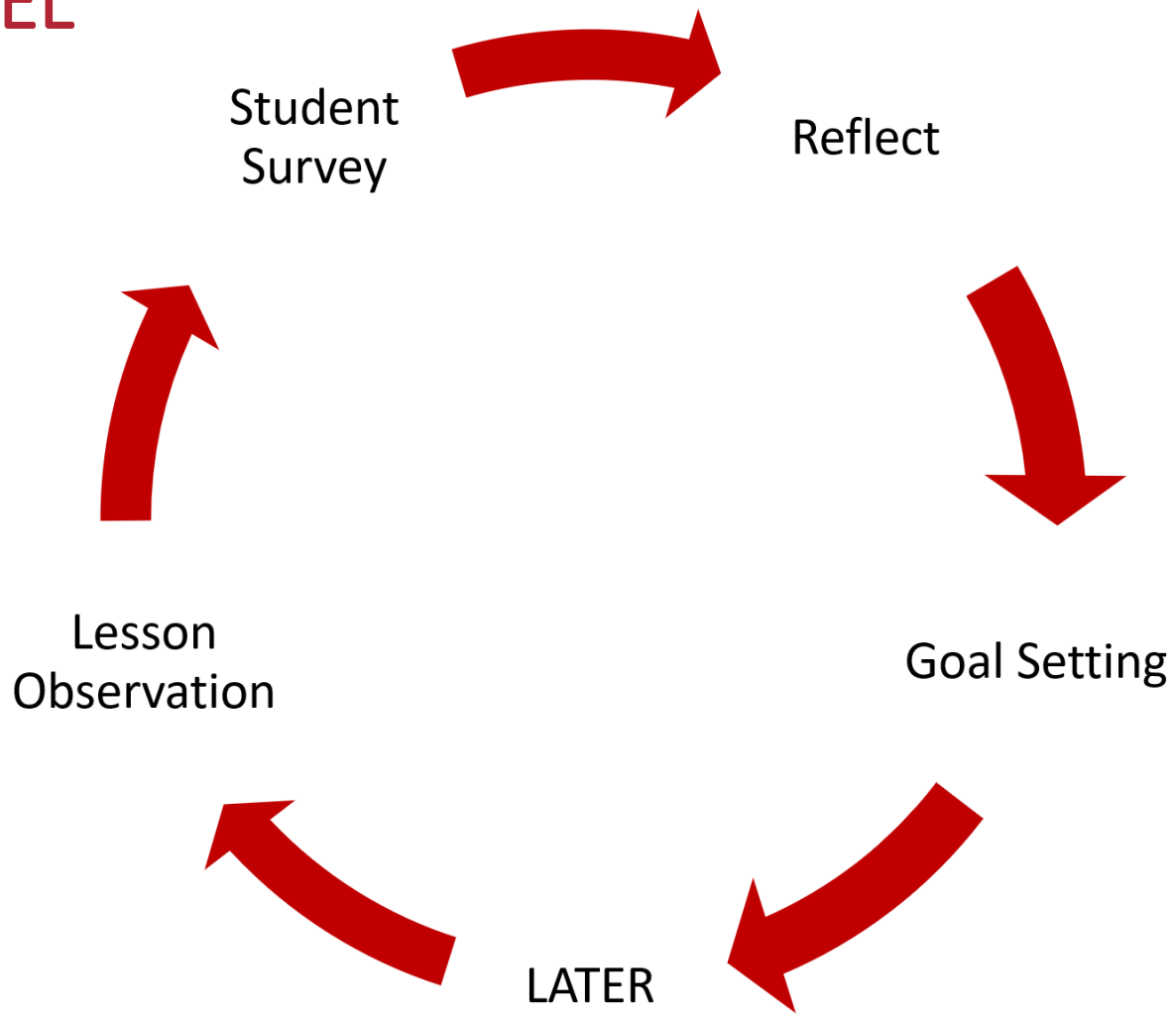

LEAD

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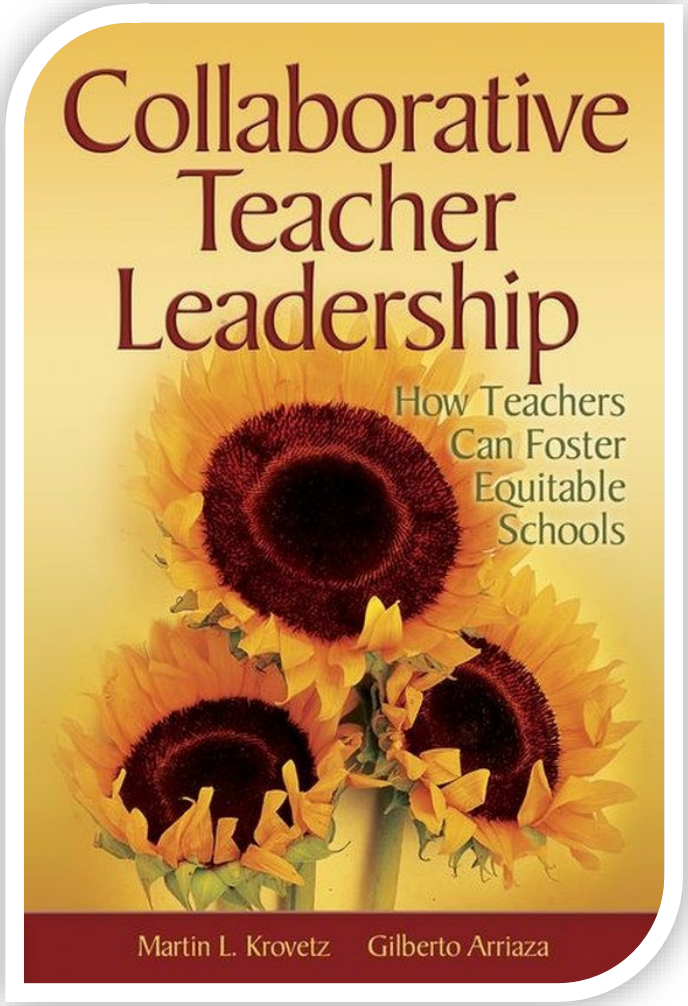

"Leadership capacity is fostered as a result of job-embedded, high-quality, professional development that leads to growth as a teacher and as a leader."

LEAD

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Feedback

- Data Sources
- Lesson Observation
- Student Surveys

Self-Reflection

- Evidence Based Self-Reflection
- Leadership Feedback Survey

Goal Setting & Coaching

Staff Spotlight

Julie Schubert

Luke De San Miguel

Hannah Palelei

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Questions

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