**QUALITY TEACHING PRACTICE (EXAMPLE ONLY) –** This resource is an example only. It is intended as a guide to generate discussion and ideas. Your school may describe fewer and/or different practices than those suggested below.

**Professional Learning:** Use inquiry, collaborative problem-solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

**Elaboration of this standard**

* Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources.
* Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures.
* Engage in professional learning and adaptively apply this learning in practice.

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| **In our school, the quality practices leaders will use that connect with this standard are:** | **This practice is:** | **The evidence we will use that demonstrates these quality practices includes:**  |
| **optional/****essential** | **new/****established** |
| 1. We will ensure that teachers have a PLD plan that reflects priorities of the school as well as their own.

Why? *So that* PLD in our school makes a real difference for students by supporting our key teaching and learning priorities. | Essential | Established | Appraisal documentation showing the link between development and school priorities. (Documentation) |
| 1. We will set an expectation that teachers will inquire into their practice, and we will lead by example.

Why? *So that* leaders and teachers regularly inquire into their practice and become more effective. | Essential | New | Inquiry results showing impact on student achievement. (Data)Meeting notes and discussions focussed on inquiry. (Documentation)Leadership inquiry documentation. (Documentation) |
| 1. We will review our appraisal process so it is inquiry based.

Why? *So that* we make stronger links to teacher development and progress. | Essential | New | Feedback from teachers about the appraisal process (Peer voice) |
| 1. We will ensure there is time in our staff meetings to share new learning.

Why? *So that* those sharing solidify their thinking by explaining the learning they have experienced. | Optional | Established | Staff hui agenda and minutes (Documentation)Staff Reflections (Peer voice) |
| 1. Leaders will share their leadership inquiry and reflections with staff.

Why? *So that* leaders have an opportunity to role model their expectations of others. | Essential | New | Leader reflections from own inquiry. (Video)Teachers know what our leadership inquiries are about. (Peer voice) |
| 1. We will dedicate one staff hui a month to collaborative learning, where the leader will provide a reading before the hui to discuss.

Why? *So that* we demonstrate we are actively learning collaboratively. | Optional | New | Portfolio evidence (Documentation)Staff discussions and actions. (Peer voice) |
| 1. We will ensure there is inquiry time allocated through staff resourcing.

Why? *So that* we show we value inquiry by providing appropriate resourcing. | Optional  | Established | Board approved School budget (Documentation) |
| 1. We will ensure all staff including the principal and school leaders attend any whole staff in-school PLD

Why? *So that* all staff share in the experience and an expectation is set that that PLD is valuable. The principal and leaders attending with staff means they understand the level of engagement required of staff and the support teachers require. | Essential | Established | School PLD plan |
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