RATIONALE
Focussed and needs-driven professional learning programs provide optimum opportunities for professional growth, enhanced diversity and improved student learning outcomes. Ongoing and needs-driven professional development is an obligation of all professionals.

AIMS
• To provide opportunity for all staff to further their professional skills and/or qualifications.
• To provide opportunities for teaching staff to further develop their awareness, knowledge and skills in current teaching and learning practices.
• To develop and enhance teachers’ skills, knowledge and practice, which, in turn, will improve student learning.

PROCEDURES
• The professional development of staff is a shared responsibility between the school and the staff member.
• In consultation with the Principal, each teacher will develop an Individual Professional Development Plan (IPDP) that is embedded within and reflects the Teacher Appraisal process.
• The Individual Professional Development Plan will allow for Catholic system needs, school-identified needs and for those needs of a personal interest.
• Accreditation courses are part of any over-all IPDP for teaching staff members. Staff must maintain Accreditation currency.
• All professional learning activities are to be approved by the Principal.
• Preference is given to professional learning activities, which are related to
teachers’ curriculum areas of responsibility and/or year level taught or staff’s
area of responsibility.
• All professional learning activities will be recorded for each teacher and for
the school’s personnel files, by the completion of a Professional Learning Log
proforma.
• A budget is allocated annually for professional learning activities. Budget
implementation will allow for equity of opportunity for involvement by staff
and will include an amount for incidental professional learning activities.
• Staff members are encouraged to seek professional learning from other staff
members and to provide same if requested.
• All staff members attending individual or small group professional learning
courses have a responsibility to report briefly to the remainder of staff about
the activity and its benefits.
• There will be student-free days or class release time allocated for whole-
school professional learning activities each year.

This policy and associated practices will be reviewed as part of the
St Joseph’s Catholic School policy review cycle.

Implemented February 2006; Reviewed 2010