



## PROFESSIONAL LEARNING POLICY & PLAN

### Rationale

Jacana School for Autism (JSA) recognises the need for effective performance and development in the ongoing development of teachers and principals to ensure that students experience high quality teaching and learning in every classroom.

The school's professional learning program is clearly aligned to the school's identified improvement strategies, which is informed by collective discussions with school staff. The program prioritises and targets opportunities that meet both the school's priorities and each individual staff member's identified learning needs.

The program is reviewed, updated, and evaluated at regular intervals. School Council and the Leadership Team actively encourage, and are committed to providing, opportunities for staff members to enhance the skill level for the benefit of the school community.

### Purpose

The professional learning program:

- Provides funds for professional learning activities related to increasing knowledge and skill related to the School Strategic Plan and Annual Implementation Plan.
- Provides training or upgrading of qualifications for staff holding specific job responsibilities at JSA such as CPR, First Aid, OH&S & positions of responsibility, for example: leadership & eLearning.
- Provide capacity for staff to access funding to attend professional learning activities directly related to their personal Professional Development Plan (PDP).
- Includes induction activities for all staff new to JSA and Professional Learning Communities (PLCs) and Curriculum Team Meetings for teachers.
- Includes professional coaching and mentoring opportunities from school-based Learning Specialists and Sub-School Leaders.

### Implementation

Opt-In Professional Practice and Mandated Induction / Weekly or in addition to allocated curriculum days

Includes:

- Autism Spectrum, Communication, Regulation pedagogy delivery and practice
  - Learning and Wellbeing pedagogy linked to Victorian Curriculum Learning Areas
  - School Wide - Positive Behaviour Support (SW-PBS)
  - Proactive wellbeing strategies to prevent, promote and respond to student mental health and wellbeing needs.
  - Restorative and Trauma-Informed practices to support student mental health and wellbeing
  - Individual Education Plan (IEP) teaching, assessment, and reporting
  - Administration
  - DET/JSA Policy & operations
  - AIP KIS recommended professional learning. Curriculum Teams/ Weekly
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- Teachers collaborate weekly to collectively develop inquiry units based on the JSA whole school curriculum plan based on Victorian Curriculum F-10.
- Using a consistent template Teachers document integrated curriculum planning, differentiated learning experiences, appropriate resourcing, and age-appropriate content whilst ensuring curriculum links are clear.

#### Classroom Team Meetings/ Weekly

Whilst following our Classroom Team Meeting Annual Cycle, teaching teams meet with their sub school leaders, therapists and learning specialists to:

- Celebrate team successes
- Revise the implementation of the Classroom Tier 1 Checklist
- Review 1-2 student's IEP goal progress across a specific curriculum area
- Review students' Tier 1 Profiles

#### Professional Learning Communities/ Weekly

Professional Learning Community (PLC) start from a simple idea: students learn more when their teachers work together.

- Building a PLC is a proven way for JSA to increase student learning by creating a culture that is:
- Focussed on a culture of continuous improvement that links the learning needs of students with the professional learning and practice of teachers.
- Committed to professionalism.
- Fuelled by collaborative expertise.
- PLCs will focus on improving pedagogy consistently throughout JSA using the Evidence Based Professional Learning Cycle.

#### Curriculum Team Meetings / Weekly

Curriculum Teams consist of leaders, teachers and ES staff with specific duties of interest, to:

- Design, implement and revise all aspects of our schoolwide scope and sequence: literacy, numeracy, the capabilities, technologies, living skills, travel education and the specialist curriculum areas.
- As part of our termly 'Share the Work' sessions, teams share all work with the wider teaching staff to ensure a thorough consultation with classrooms occurs.

#### Compliance & DET Mandatory Training / Professional Responsibilities for all staff

Includes:

- Workplace Inductions
- Emergency response drills
- Workplace Inspections
- eLearn OHS Modules – all DET employees as per DET schedule.
- First Aid Training - for all staff that hold that responsibility in the school e.g. ES receiving payment and those wishing to renew their qualification
- CPR - for all staff that hold that responsibility in the school e.g. ES receiving payment and those wishing to keep their First Aid qualification.
- Asthma – every 3 years
- Anaphylaxis – twice per year
- Mandatory Reporting - Protecting Children
- Other mandated e-learning modules that the DET or the Principal may request due to a specific issue arising.

### Optional Professional Learning Opportunities / External or internal

The Australian Institute for Teaching and School Leadership (AITSL) Professional standards simultaneously provide a clear set of expectations for teachers and school leaders at all career stages; and provides a reference point for identifying current and future learning and development needs.

Additional professional learning opportunities may include:

- Professional Networks
- Specific curriculum/discipline events or activities
- Autism/SW-PBS Practice or research
- Identified professional learning needs within the AIP.

### Performance Development Plans (PDP's)/Statement of Expectation

Staff are required to prepare their own PDP in line with the school strategic plan with a direct line of sight to the school's AIP. Staff in partnership with their Reviewer will identify professional learning needs in order to achieve the goals set out within the plan. Staff will complete their PDP via EduPay and comply with DET time schedules.

### **Applying for External Professional Learning (PL) Opportunities**

- The PL will be approved by Assistant Principal – Inclusion & Wellbeing (I&W) on recommendation from the Curriculum Budget Coordinator if the PL is specific to a Curriculum Learning Area or if the PL is specific to AIP KIS.
- Communicate your PL application intention with your Approver. Ensure you make direct links to either your PDP or the school's AIP.
- Access your personal EMS360 account via the link on SharePoint or via the link <https://vic.ems360.com.au/>
- Applicants will be notified by Monday 4pm of each week as to whether your application has been approved (via online process).
- Once approved, complete a purchase order, provide a copy of the PL approval and PL flyer to the Finance Manager. As soon as possible, notify the Daily Organiser of the need for a Casual Relief Teacher (CRT) to be organised.
- For purchase orders - once you receive your invoice, please email to Finance Manager.

**Evaluation:** This policy will be reviewed as part of the school's three-year policy review cycle.

<b>Ratified at School Council</b>	22 <sup>nd</sup> February, 2024
<b>Review Date</b>	Term 1, 2026