

# Professional Development Policy

## Beliefs

1. The professional development (PD) program should closely relate to the school strategic improvement plan, approaches to teaching and learning, the faculty and staff appraisal process, and recruitment and retention needs.
2. From the school perspective, professional development is most effective when it is driven by an agreed need, of immediate relevance, delivered to teams, and demonstrable in practice.
3. Professional development is most effective if the skills and knowledge gained from it are actually used in everyday practice.
4. The professional development guidelines, procedures and budget should be openly communicated at the beginning of each academic year.
5. In the light of set criteria and in adherence to policy and guidelines, a representative professional development committee should convene as needed to evaluate and prioritise PD funding requests for submission to the Director for consideration.

## Standards

1. The professional development guidelines, procedures and budget will be openly communicated at the beginning of each academic year.
2. A representative professional development committee will be formed at the beginning of each academic year and convene as needed to evaluate and prioritise PD funding requests for submission to the Director for consideration.
3. Submissions for professional development funding will be considered in the light of relevance to the following criteria, in descending priority order.
  - a. School-wide needs arising from the school strategic improvement plan
  - b. Training of new staff members or staff members in new positions requiring new skill sets
  - c. Approved initiatives in approaches to teaching and learning
  - d. Common needs arising from professional improvement plans
  - e. Other team needs by submission
  - f. Individual needs arising from professional improvement plans
  - g. Other individual needs by submission
  - h. Individual needs arising from unsatisfactory performance.
4. Submissions for professional development funding will also be considered for their relative relevance to the above criteria and the ability of the learning to be readily applied in everyday practice.

## Guidelines

1. This policy should be read in conjunction with the Supervision and Evaluation (Performance Appraisal) policy and procedures.
2. Because of budgetary constraints, it is uncommon for schools to be able to fund all faculty and staff needs for professional development.
3. It is valuable for faculty and staff members attending professional development sessions to formally pass on their learning to their school-based colleagues and, where appropriate, this is an expectation.
4. Occasionally, unexpected opportunities for professional development arise and decisions need to be made about the reallocation of available funds for faculty or staff members to attend. The Director has the discretionary power to reallocate such funds as deemed necessary.