



Improving access to High Quality Professional Learning

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ESTABLISHED
2010

AITSL was established to
**promote excellence in the
teaching profession and in
school leadership.**

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9 POLICY DOCUMENTS

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Australian Institute
for Teaching and
School Leadership

Australian Professional Standard for Principals and the Leadership Profiles



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Accreditation of initial teacher education programs in Australia

Standards and Procedures



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Leading for impact

Australian guidelines for school leadership development



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School Leadership

Nationally consistent registration for all teachers



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Australian Institute
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School Leadership

Australian Professional Standards for Teachers



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Australian Institute
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School Leadership

Australian Charter for the Professional Learning of Teachers and School Leaders

A shared responsibility and commitment



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Australian Institute
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School Leadership

Australian Teacher Performance and Development Framework



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Certification of Highly Accomplished and Lead Teachers in Australia

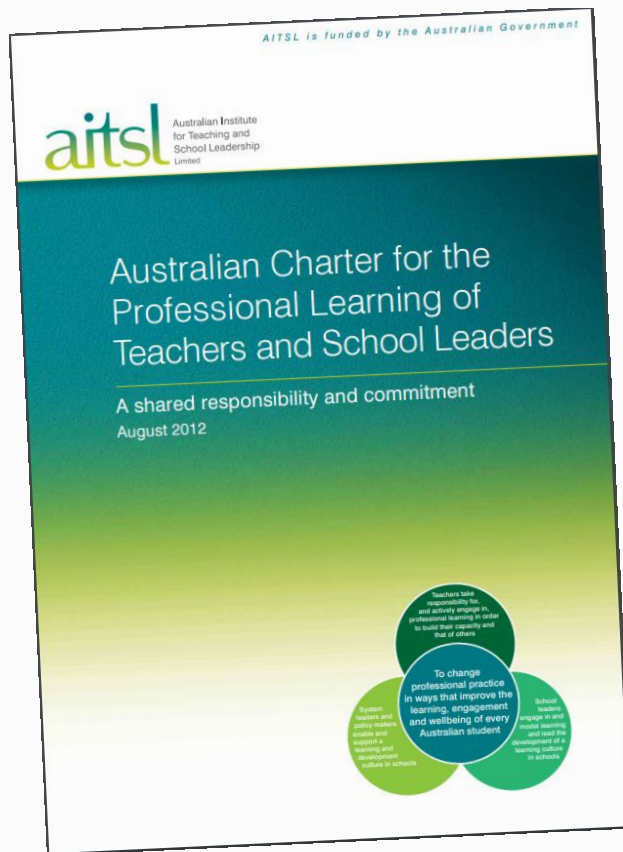


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Australian Institute
for Teaching and
School Leadership

Graduate to Proficient

Australian guidelines for teacher induction into the profession





2012

Current state of professional learning for teachers

2017

Three focused HQPL studies

Early Childhood Teachers

Rural and Remote Teachers

Casual Relief Teachers

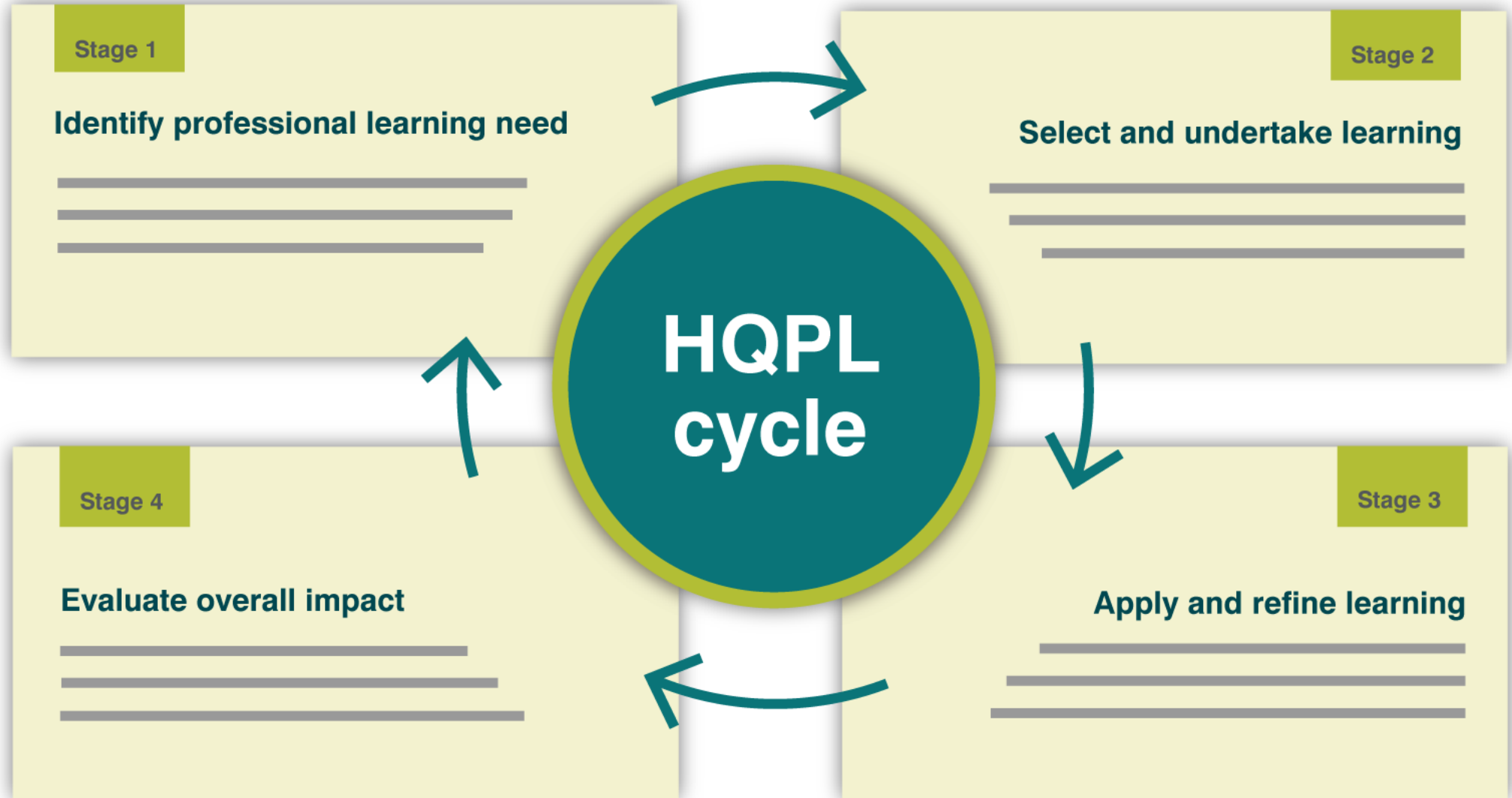
2018

What do we mean by High Quality Professional Learning (HQPL)?



*“Professional learning is the **formal or informal** learning experiences undertaken by teachers and school leaders that **improve their individual professional practice, and a school’s collective effectiveness, as measured by improved student learning, engagement with learning and wellbeing**. At its most effective, professional learning develops individual and collective capacity across the teaching profession to address current and future challenges.”*

-Australian Charter for the Professional Learning of Teachers and School Leaders



- ✓ Collaborative
- ✓ Job-embedded
- ✓ Standards-aligned
- ✓ Sustained

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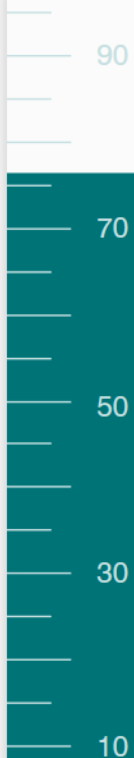
Australian Institute
for Teaching and
School Leadership
Limited

2017 Survey Findings

After professional learning

76%

wanted to **change**
something in their
teaching



Top four forms of Professional Learning



28%

Attended course
in person



13%

Professional
reading



12%

Online
learning

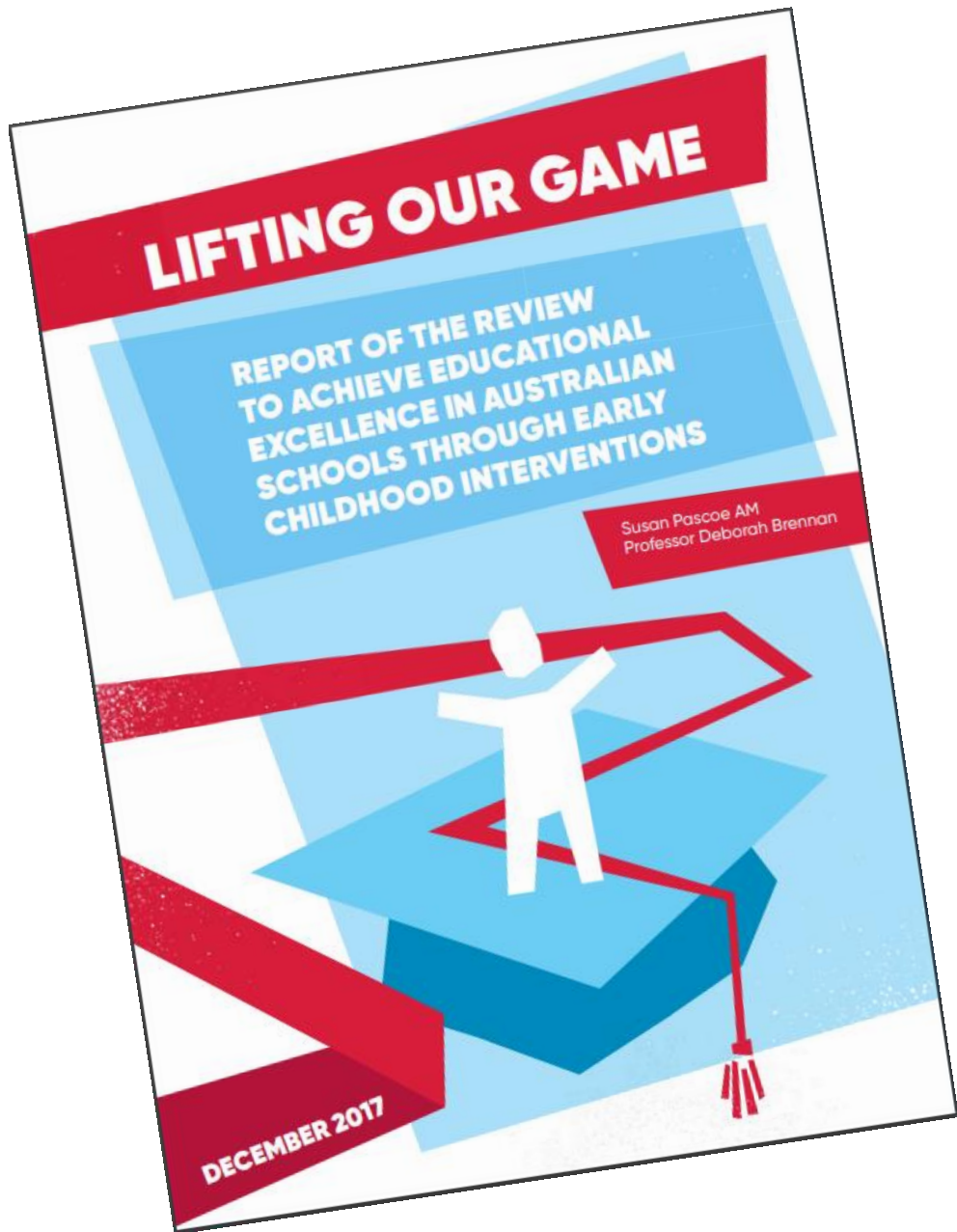


12%

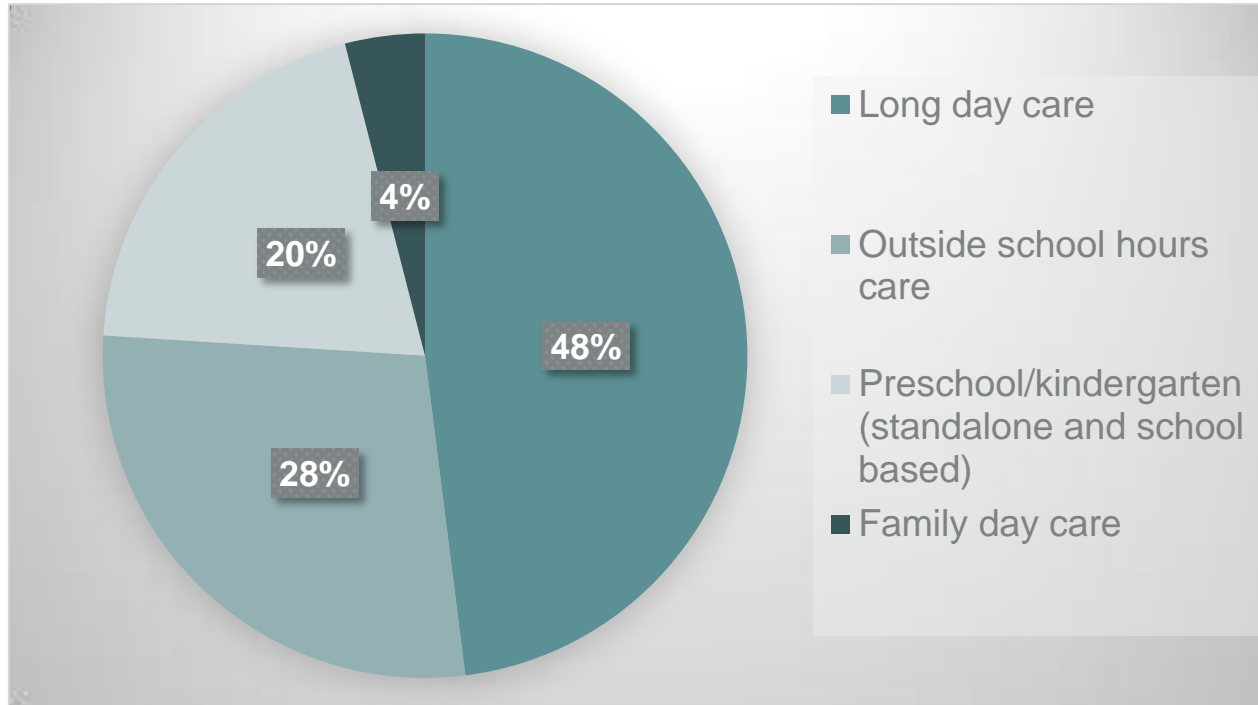
Professional
conversations

Early childhood findings

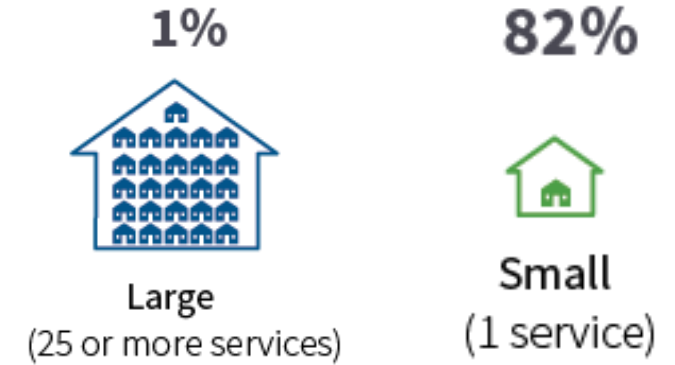




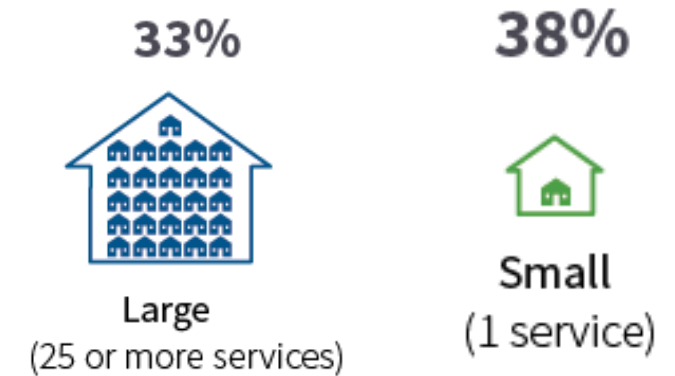
Sector Snapshot



Proportion of approved providers



Proportion of approved services





**Information and
communication technology**



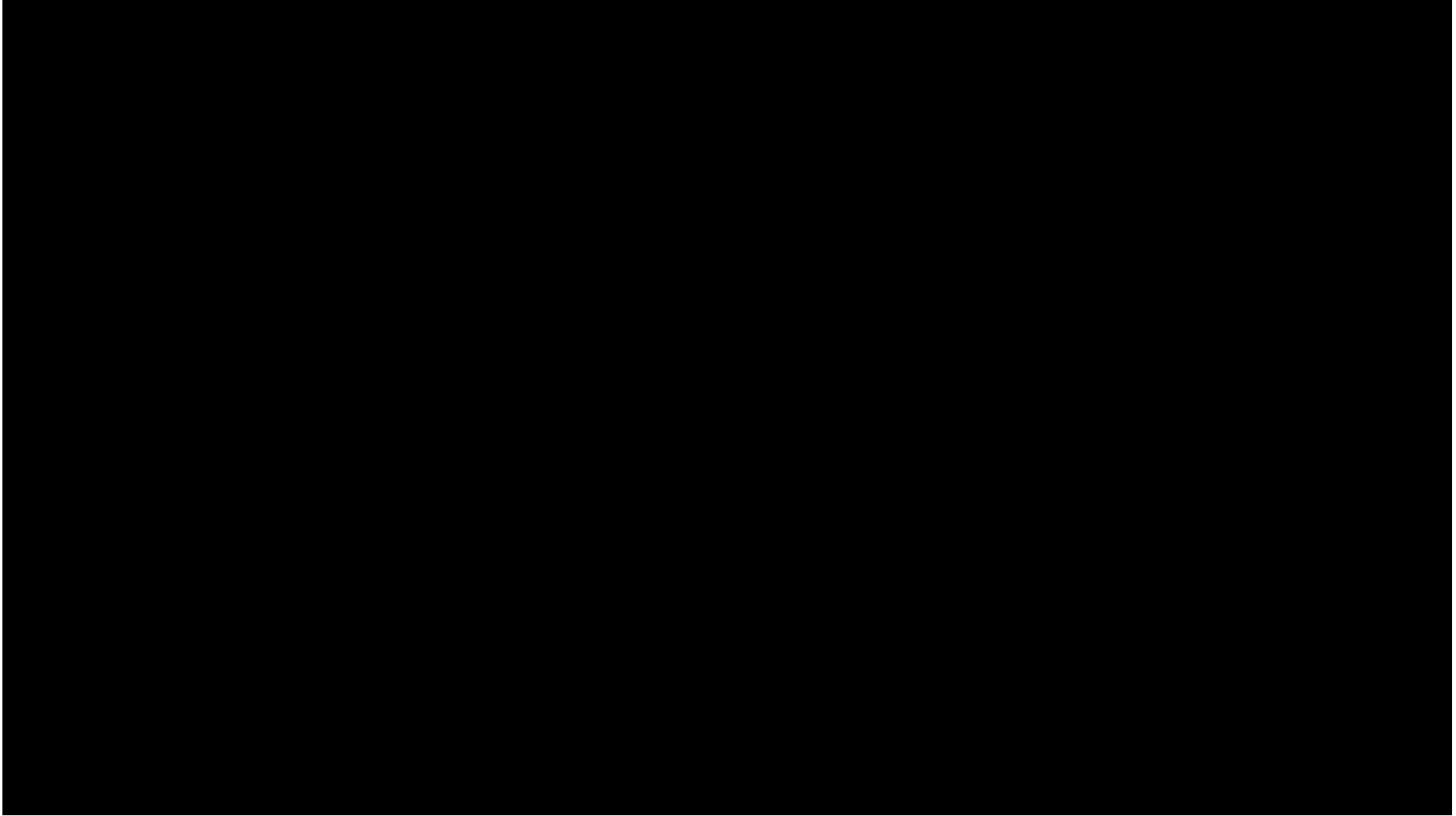
Isolation



Who is PL catering for?

A woman with short brown hair, wearing a light green cardigan over a white top, is seated at a wooden desk in a library. She is looking down at a silver laptop on the desk, with her right hand holding a blue pen and writing in a white spiral notebook. The background is filled with wooden bookshelves packed with books of various colors. A dark grey semi-transparent banner is overlaid on the left side of the image, containing the text 'Who decides on PL?' in white.

Who decides on PL?



Discussion Questions

- How might communication and collaboration between early childhood sites be encouraged and enabled (especially for those who might be in single educator services)?
- How could partnerships be fostered between school and non-school based early childhood settings?

Where to now?



Workshop Questions

- Looking at the list provided with the HQPL cycle, which of these resources would be applicable “as is” to early childhood educators? Which would need tweaking, or would not be relevant at all?
- What guidance or resources for early childhood educators are missing? Please add any suggestions to the appropriate stage/s of the cycle.

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