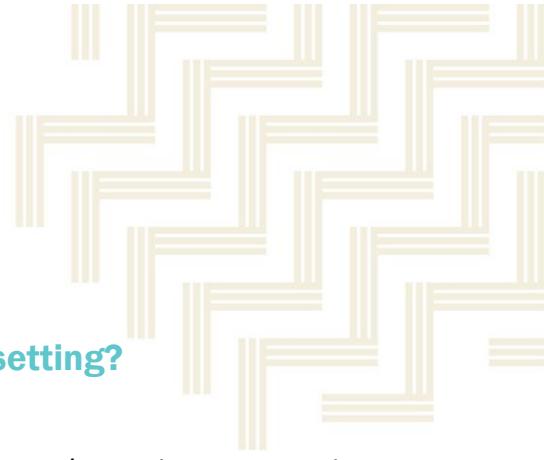


Glenda Koefoed

Deputy Principal at Tauraroa Area School



1. How are professional learning foci decided in your setting?

Who is involved in identifying priorities?

Principal and SMT, staff, students. Also the board and whānau through ongoing conversations.

How are teacher voice, learner needs, and organisational goals balanced?

Through consultation on annual implementation goals (informed by MOE /ERO/ TC priorities).

Also by sharing drafts with staff and getting feedback. We do a whole staff survey. At senior school level, we are a school of around 250 so not huge, but we could also connect with another secondary school for teacher only days.

2. What does professional learning look like in your context? Include examples of both formal (e.g. PLD days, courses) and informal (e.g. peer learning, inquiry) learning.

- *Professional readings*
- *Observations of other teaching staff*
- *Support from SCT (specialist classroom teacher)*
- *Principal and SMT leading sessions in staff hui with external facilitators*
- *Teacher only days*
- *Formal courses*
- *Subject association hui/conferences.*

3. How does this learning connect to your professional practice, learner outcomes, and the Standards or Paerewa?

This professional learning will often be determined by the teacher's identified goals for their PGC.

4. How does your professional learning link to strategic plans or internal evaluation?

Our findings from data analysis, staff discussions and other evaluations inform the design of our strategic priorities and of our annual implementation plan. Our professional learning is one of the important levers we have to help teachers to grow professionally.

5. What naturally occurring evidence do you have that shows the impact of professional learning? E.g. planning documents, learner interactions, assessment records.

You can read about our naturally occurring evidence in the example that sits in the section about Element A.