

Liz McDowell

Deputy Principal at Avonside Girls' High School

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

Our strategic plan and departmental and individual needs are catered to and the PLD budget created to align.

Who is involved in identifying priorities?

The Senior Leadership Team, the community, our staff, our students, the BOT all feed in.

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

Balanced by pivoting when necessary, through prioritization. Gained through consultation and the strategic plan. Surveying.

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.

- Whole staff PLD
- Teaching or support staff PLD
- Staff only days or early finishes
- Courses and sessions either internally or externally run (conferences)
- Observations and readings
- In faculty/Department meetings
- Sharing practice
- Section in library for professional readings
- Hearing from our learners.

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

Because it has been selected/prioritised because of its relevance to professional and learner growth. Whether it is readings from the staff library or full staff meetings, all professional learning is purposeful and aligned to our kura priorities and strategic plan.

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

By addressing the goals within and ensuring coverage:

- Whole school
- Individual
- Departmental.

Whole school: Each term we align PLD as follows: Focus for 2025: professional development that powerfully supports our strategic goals and the needs of students and staff. PLD takes place every other Monday after school 3-4.15pm and PD in more operational matters or class/group needs on a Thursday from 8.15-8.45am.

Under an umbrella of high expectations and excellence and underpinned by Te Whare Mauri Ora and data and compliance, we will frame professional learning on pedagogy and curriculum design (including AI).

The 3 dimensions in our PL programme are: 1. Behaviours & routines for learning; 2. Relational pedagogies for learning; and 3. Instructional design.

Staff and departments can apply for PLD from a school-wide budget and as a part of the application show how the PL aligns with the above/strategic plan.

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

- *Observations*
- *Student voice surveys*
- *Data including achievement data and engagement data*
- *Reflections of staff and our whānau – identifies improvement or need for future growth.*

