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

Who is involved in identifying priorities?

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

Some priorities are decided by the organisation, others are based on teacher needs/growth through their PGC.

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.

- *Formal face to face and online learning*
- *Informal – inquiry, peer coaching, mentoring and feedback.*

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

- *All learning links to the Standards and outcomes for tamariki.*
- *Also alignment to our strategic plan.*

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

- *We ensure that all/most all PLD links to strategic plans and internal evaluation.*

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

- *Childrens' work*
- *Assessment and planning*
- *Teacher reflection*
- *Intentional activities set up for tamariki*
- *Student voice*
- *Individual learning plans.*