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Principal at Glenbrook School

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

Professional learning priorities are identified through the Spiral of Inquiry framework, which structures teacher reflection around scanning, focusing, hunching, learning, taking action, and checking. Data from Student Progress Plans (SPPs), assessment analyses, and whānau/student voice inform the areas that most require improvement or extension. These insights guide the selection of school-wide and team-specific PLD priorities, ensuring that teacher learning is tightly connected to learner outcomes and equity goals.

Who is involved in identifying priorities?

All key stakeholders: Leadership Team, Management Team, Kaiako, Aakonga, Whānau

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

At Glenbrook School, the balance between teacher voice, learner needs, and organisational goals is achieved through a high-trust, inquiry-driven system where each informs and strengthens the other. The process is relational, evidence-based, and anchored in Ngā Paerewa | the Teaching Standards (2026), Te Mātaiaho, and the school's Deliberate Acts of Infrastructure (DAI).

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.

At Glenbrook School, professional learning is intentionally collective, continuous, and culturally grounded, designed to strengthen teacher capability and learner outcomes through both formal and informal opportunities. Learning is always linked to evidence, our strategic goals, and Ngā Paerewa | the Teaching Standards (2026), ensuring that growth is purposeful, high-trust, and focused on impact.

Professional learning at Glenbrook is guided by our school values and vision:

- **Ako:** Everyone is both a teacher and a learner
- **Whakawhanaungatanga:** Relationships and collaboration are the foundation of growth.
- **Manaakitanga:** Professional learning upholds the **Mana** of each kaiako and ākonga, recognising identity, language, and culture.

Learning is framed through the Spiral of Inquiry, ensuring every teacher's development is responsive to both learner needs and schoolwide priorities.

Targeted PLD Programmes: Staff participate in externally facilitated learning aligned to school priorities. These formal sessions are timetabled and supported with follow-up coaching, peer observation, and reflection.

Leadership and Mentoring Development: Senior and middle leaders take part in the Franklin Middle Leaders' Programme, Leadership networks, and Coaching workshops. Teachers aspiring to leadership roles are mentored through internal coaching, observation opportunities, and leadership PLGs.

Peer Learning and Collaboration: Teams meet regularly to share inquiry progress, data insights, and classroom strategies. Team hui and co-planning sessions are built into the timetable to allow shared design, moderation, and reflection.

Inquiry and Reflective Practice: Teachers engage in Spirals of Inquiry that align to the annual professional focus (2026: Critical Thinking and Effective Questioning). Reflection cycles include scanning learner data, developing hunches about teaching impact, trialling new strategies, and checking results.

Inquiry stories are captured on Google Sites portfolios as narrative evidence of growth linked to the Standards.

Coaching and Walkthroughs: Informal coaching conversations happen weekly. Leaders and peers engage in learning walks focused on noticing strengths, offering feedback, and supporting deliberate practice shifts. These are framed around reflective questions rather than evaluative checklists.

Professional Learning as "Naturally Occurring Business". Professional learning at Glenbrook is embedded, not added on. It occurs through: Daily collaboration and shared decision-making, student progress discussions and moderation, professional kōrero journals and reflective narratives, whānau engagement as part of learning reflection and culturally responsive practice

This makes professional learning a living, relational process, visible in planning, inquiry, and classroom practice, rather than an isolated event.

At Glenbrook School, professional learning is:

- **Formal:** structured through PLD days, courses, and strategic workshops.
- **Informal:** sustained through inquiry, coaching, and peer collaboration.
- **Culturally sustaining:** guided by Te Tiriti o Waitangi, local iwi partnerships, and Glenbrook School values.
- **Evidence-based and empowering:** always anchored in data, learner outcomes, and professional reflection.

"Professional learning at Glenbrook isn't something we attend, it's something we live, it's AKO."

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

At Glenbrook School, professional learning is not separate from practice, it is the practice, it is Ako. Every learning opportunity, whether formal or informal, is purposefully designed to enhance teacher capability, learner outcomes, and alignment with Ngā Paerewa | the Teaching Standards (2026). This connection is intentional, cyclical, and sustained through inquiry, reflection, and shared accountability. Deliberate Acts of Infrastructure are purposeful to enable and empower.

Connecting Professional Learning to Practice: Professional learning directly shapes and refines what happens in classrooms.

- *Inquiry Integration: Each teacher's Spiral of Inquiry is aligned to their Professional Growth Cycle (PGC) goals and the annual schoolwide focus (2026: Effective Questioning and Critical Thinking).*
 - *Teachers trial new strategies, reflect on student engagement, and adapt pedagogy based on real evidence.*
 - *For example, a teacher exploring dialogic teaching uses questioning techniques from PLD sessions, records learner talk patterns, and analyses shifts in student reasoning.*
- *Mentoring and Coaching: Ongoing peer and leadership coaching connects professional learning to observable classroom practice, ensuring new knowledge is applied and refined collaboratively.*
- *Reflective Narratives (win/ Learn/ Change): Teachers capture this process through Google Sites portfolios, linking reflections and artefacts to Standards elements such as Professional Knowledge (B) and Professional Practice (C).*

Learning at Glenbrook is always looped back into teaching. every idea is tested, reflected on, and grown through practice. Why? To be the best for our tamariki!

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

At Glenbrook School, professional learning is purposefully woven into the strategic plan and internal evaluation systems, ensuring that every teacher's growth contributes directly to the school's vision, priorities, and improvement goals. It is a coherent, evidence-based process, not an isolated event, that aligns teacher inquiry, learner outcomes, and organisational direction.

Professional learning is intentionally designed to bring the strategic plan to life. Each year, the school-wide inquiry focus is drawn from the strategic goals and annual plan, which identify the key levers for improving equity and excellence. For example, the 2026 focus on Effective Questioning and Critical Thinking directly aligns with Strategic Goal 1: Strengthen deep thinking and learner agency through rich, knowledge-based teaching.

Leadership teams review achievement data, well-being surveys, and whānau voice to determine areas requiring accelerated improvement. Once priorities are confirmed, they shape the Professional Learning and Development (PLD) plan, ensuring coherence across teacher inquiries, syndicate plans, and PLGs.

Professional learning is then timetabled through the Deliberate Acts of Infrastructure (DAI), regular PLG sessions, Teacher Only Days, and coaching opportunities that support the strategic goals.

Every aspect of PLD is mapped to a strategic driver; nothing happens in isolation.

The Spiral of Inquiry to investigate how their practice impacts student outcomes. These inquiries form part of the school's collective internal evaluation evidence base. Findings from individual and team inquiries feed into leadership reviews and the Board's internal evaluation

reports. This ensures that teacher voice and classroom evidence directly inform strategic decision-making. Regular data deep-dives (through Student Progress Plans and achievement tracking) identify what's working, what needs attention, and what professional learning should come next. Evaluation summaries are shared with staff and the Board, closing the loop between professional learning, learner outcomes, and governance accountability.

Internal evaluation at Glenbrook is inquiry in action, it is how we learn as an organisation. Ako.

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

At Glenbrook School, naturally occurring evidence of professional learning impact is visible across everyday practice, in the planning, teaching, learning, and reflection that happens daily. Rather than being manufactured for compliance, this evidence emerges organically from authentic teaching and learning interactions, high expectations, and professional aspirations. It demonstrates how professional growth has led to improved outcomes for ākonga and continues to strengthen professional capability across the school.

Professional learning, strategic planning, and evaluation form a continuous improvement cycle:

Strategic Goal → Spiral of Inquiry → PLD Focus → Implementation & Reflection → Evaluation of Impact → Strategic Refinement

This cycle ensures:

- *Strategic goals are lived in practice.*
- *Professional learning is responsive to evidence*
- *Evaluation leads to continuous improvement and coherence across the school.*

Professional learning at Glenbrook School is strategically aligned and internally evaluated through:

- *Strategic design: PLD priorities flow from the school's goals and annual plan.*
- *Inquiry-driven evaluation: Teacher and team inquiries form the evidence base for evaluating progress.*
Integrated systems: The PGC, Spiral of Inquiry, and DAI ensure consistency and accountability.
- *Shared responsibility: Leadership, teachers, and the Board collectively monitor, reflect, and act on evidence.*