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

Who is involved in identifying priorities?

- *SLT look at the strategic plan and govt initiatives for who/what school focus for that year will be. Plus HOD input. All linked to data analysis.*
- *Teacher voice/need for individual learning*
- *Mix of teacher needs and learner needs.*

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

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.

- *Thursday morning PLD sessions – mix of whole school, department and professional learning groups*
- *Subject specific courses/conferences*
- *Individual inquiries through self-selected professional learning groups*
- *After hours PL – Kahui Ako sessions*
- *Coaching/mentoring/critical friend.*

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

- *Linked to PGC 'one-pager' which asks for reflection on the Standards in terms of professional growth and learner outcomes.*

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

- *Linked to the 'PC Way' and strategic plan*
- *Observational tool has indicators linking to the PC way.*

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

- *Achievement results (NCEA)*
- *Engagement of learners/student voice*
- *Variation/changes in planning documentation.*