

# Helen Benson

Deputy Principal at Paraparaumu College



## 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.*