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

Who is involved in identifying priorities?

- **Data and Needs Analysis:** Senior leadership and staff collaboratively analyse student data to identify critical learning needs and areas for strategic development.
- **Stakeholder Voice:** Priorities are informed by student and community voice, alongside the strategic direction set by government priorities and expectations.
- **Teacher Voice:** Teachers contribute through analysis and discussion (e.g., at the team or departmental level) to ensure relevance.

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

The balance is achieved by first grounding all decisions in student data and identifying learning needs. This learner focus is then moderated by the our school's targets and goals (set by the Board of Trustees, Senior Leadership analysis and Government Priorities) and made relevant through teacher voice and professional expertise.

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 Learning:** Structured and external to build new capability. Examples include dedicated PLD days, teacher only days, external courses and conferences, and formal whole-staff workshops on strategic initiatives (e.g., culturally responsive pedagogy, writers' tool box, structured literacy etc).
- **Informal Learning:** It is contextual and relational to ensure consistent application. Examples include peer observation and feedback, collaborative team planning, staff-led inquiry groups, and regular team meetings focused on a specific teaching practice or programme.

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

- **Informing the Why (Learner Outcomes):** By defining "what success looks like for our students" (as established in Element A), professional learning drives our high expectations for learner outcomes.
- **Shaping the How (Professional Practice):** It dictates the pedagogical approaches, strategies, and instructional design we use daily.
- **Meeting the Standards/Paerewa:** The learning ensures that professional practice remains current, ethical, and effective, directly fulfilling the requirements and expectations set out in the professional standards.

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

- **Professional learning:** Is one of the mechanisms for achieving our strategic goals and acts as the intervention step within the internal evaluation cycle.
- **Strategic Link:** The identified professional learning foci (Question 1) are directly sourced from our school's strategic plan and charter.
- **Evaluation Link:** Professional learning serves as the "Teaching Inquiry" phase (or equivalent) in our internal evaluation. We evaluate its impact by measuring shifts in practice and data after the learning has been implemented which aligns to our vision.

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

- **Data Shifts:** Tangible changes in quantitative measures, such as improved assessments in relation to achievement targets and goals.
- **Teacher Voice:** Qualitative evidence derived from teacher reflection (e.g., journals, meeting minutes, talanoa).
- **Student Voice:** Evidence of deeper learning and engagement captured through learner interactions, student feedback surveys, and students' demonstrating ownership of their learning.

