

# Jo Staite

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

### Who is involved in identifying priorities?

- *It comes from the strategic plan or directives from the MOE, as well as teachers reflecting on their own practice e.g. the learners in front of them.*

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

- *What do we believe our tamariki need? How does this align to our vision?*

## 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.

- *Coaching and mentoring*
- *Informal – team meeting discussions/observing others. Personal inquiry e.g. readings, webinars etc*
- *Formal – Whole school staff meetings on areas from the strategic plan. MOE PLD ie structured literacy.*

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

- *Discussed in annual summary conversations*
- *They share their inquiry, how it has impacted learners and discussion around how it aligns to the Standards.*

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

- *Comes from actions in the strategic plan or areas we identified when self-reflecting e.g. ERO tools.*

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

- *Planning, assessment – interventions into student mahi*
- *Team discussions and notes, staff meetings (outputs)*
- *Observation notes, coaching conversations*
- *Student voice of conversations, surveys.*