ROOTY HILL HIGH SCHOOL

LEARNING, LEADERSHIP AND ACHIEVEMENT

PROFESSIONAL PRACTICE POLICY

In 2006, Lyndsay Connors referred to some schools as “schools of professional practice”, schools where the presence of large numbers of early career teachers and newly appointed executive staff, meant there was a deep focus on professional learning and practice as fundamental to the improvement of the school and learning outcomes.

To be successful it is critical to build a climate in the school that will enhance the professional growth of teachers. The aim is to promote:

- a capacity for constant self-reflection by teachers
- a willingness to seek the feedback, ideas and suggestions of colleagues particularly in relation to classroom practice
- an acknowledgement that we all have something to learn
- a preparedness to take professional and pedagogical risks
- a preparedness to pursue opportunities for individual professional development
- a constant striving to achieve improved learning outcomes for students

Policy

The core business of this school is teaching and learning. The heart of successful learning for students is teacher expertise. The focus of the school’s energy, leadership, policy, strategies, practices and procedures will be developing a deep school wide capacity for expertise in teaching and learning that can be sustained to improve the quality of student learning and connectedness.

It is expected that all teachers will commit to improving their teaching practice and developing significant teaching expertise in the classroom. The school will ensure all teachers and the staff supporting them have access to quality professional learning and opportunities to demonstrate quality professional practice.

Principles

| PARTICIPATION | The classroom is the centre of the school’s learning culture and improving participation, engagement and learning in every classroom is a core goal. All teachers are actively involved as learners and leaders in the professional learning community of the faculty, school, |

Professional Practice Policy

Issued February 2008
| **EXCELLENCE** | Teaching excellence underpins student success in learning. All teachers are committed to improvement in their own classrooms and to achieving expertise as a teacher in subject specific and school wide curriculum, assessment and pedagogy. The school is committed to the development of deep professional learning and expertise in both instructional and relational pedagogy. The school is committed to excellence in every classroom and to providing professional learning that is relevant, challenging and tailored to the context of the school. Teachers are committed to implementing the school's key frameworks in curriculum, assessment and pedagogy including Choice Theory, QTF, 4MAT, ENVOY and BBC (lesson design & study) |
| **RESPECT & RESPONSIBILITY** | All teachers share their own expertise, value the expertise of their colleagues and take responsibility for the achievements of their students. All teachers model and teach the school’s core values and use the Raising Responsibility Scheme & school recognition practices. Teachers behave ethically and professionally with their colleagues and students and meet all legislative and regulatory requirements of their work. The school’s TARs model is designed to encourage teachers to set their own goals, evaluate their own performance and identify areas for improvement in regular meetings with more experienced and expert colleagues. |
| **SUCCESS** | Teacher expertise & leadership is valued, recognised and used to promote improved learning for students. All teachers use data to evaluate the performance of their students and to plan ways to improve their own teaching. All teachers seek opportunities for further accreditation and certification. All teachers seek ways, through the TARs cycle, to improve their own teaching skills. All teachers are reflective practitioners who use a variety of reflective tools to enhance their skills in deep reflection and understanding. The school is committed to recognising achievements in |
| **INNOVATION & CREATIVITY** | All teachers, individually and corporately act creatively, take risks and introduce innovations in their teaching aimed at enhancing student engagement and performance. Teachers and school leaders learn within a contextually developed professional practice and leadership learning model. The school is committed to ongoing action research by teachers focused on improving learning for students. |
| **SAFETY** | All teachers are supported by a professional culture that encourages professional growth. All new teachers have a mentor whose role is to provide support, context specific advice and, where appropriate, advocacy. The school provides an extensive induction program based on core learnings about teaching & learning that focus on developing expertise quickly. The Teacher Mentor has a key role in supporting early career teachers and in the design, implementation and evaluation of the school’s professional learning programs. All staff members are committed to the implementation of safe work practices and support the school’s OH&S programs and practices. |
| **TEAMWORK & LEADERSHIP** | All teachers work in teams in which they are both participants and leaders. Teacher leadership underpins the professional, faculty and classroom culture of the school. The school is committed to building and resourcing effective teams, promoting professional leadership and contributing to the development of the profession. Professional learning teams provide the opportunity for teachers to work across the school in professional learning, project based learning and school improvement. |
The annual cycle of professional practice at RHHS

The focus concept of each term is:

- **Term 1 – data** (where are we at?)
  - including the analysis of student performance data, getting personalised student learning data to classroom teachers and the faculty & school annual reporting process

- **Term 2 – documents & observations** (what are we doing?)
  - including analysis of the school’s instructional and relational domains through the annual curriculum and connectedness reviews and classroom observations

- **Term 3 – standards** (how well are we doing it?)
  - including teacher and leadership assessment and TARs determination, interviews with prospective students, self evaluations and completion of major school evaluations

- **Term 4 – planning** (what can we do better?)
  - including personal goal setting, establishing faculty/team targets and strategies for the following year
The TARs Cycle and Improvement in Professional Practice

An essential aspect of the annual Teachers Assessment and Review process is the development by each teacher of a set of goals for continually improving classroom practice.

In the 2000 salaries award there was agreement between DET and the NSWTF to make changes to the TARS (Teacher Assessment and Review Schedule). The most significant change was that the “sign-off” by the Principal was strengthened and each individual teacher needs to sign indicating that they have read and received a statement which is signed by the Principal.

The principal or nominee (usually the teacher’s Head Teacher or the Deputy Principals) must ensure that the teacher’s performance is “appraised” by an annual review through an assessment process that provides ongoing feedback to the teacher being appraised. The assessment is supported by:

- Conferences between the teacher and the principal or nominee
- Observations of teaching and teaching programs, and
- Review of documentation such as professional learning portfolio, lesson planning, lesson material, assessment tasks, evaluations and reports as appropriate.

The principal certifies that the:

1. Above criteria has been appraised
2. Teacher has demonstrated continuing efficiency in teaching practice, satisfactory performance and professional growth, and
3. Teacher has been provided feedback on his/her performance.

Rooty Hill High School recognises that students’ learning needs will be best served by teachers who have been professionally supported in a collaborative and collegial supervisory process.

It is important to note that the Principal is accountable to the Director General for the quality of outcomes achieved by students and members of the school executive have special responsibilities and duties as determined by the principal for the development, implementation and evaluation of school policies and programs. Each teacher is accountable to a supervisor and the principal for translating school policies and programs into suitable learning experiences for students.

The Principal, through the school executive is responsible for ensuring:

- Effective teaching and learning practice throughout the school.
• The development and implementation by all teaching staff of sequenced teaching and learning programs relevant to the current needs of all students and including anticipated learning outcomes.
• The implementation of varied teaching strategies which take into account the learning styles and needs of students.
• Evaluation of teaching and learning programs including the assessment of students outcomes.
• Promoting a collegial and co-operative culture to support team effectiveness and to encourage individual development.
• Effective communication and decision making processes within the school.
• Informing staff of their responsibilities under departmental procedures and guidelines including the Code of Conduct.
• Clarifying the duties of school staff and ensuring staff appropriately exercise their delegated responsibilities.
• Facilitating professional growth of staff through the promotion of teacher efficiency in student welfare and assessment, curriculum development and evaluation, planning, classroom management and teaching skills.
• The maintenance by all staff of documentation required in the completion of their duties.
• Supervising and evaluating the implementation of teaching and learning programs and associated teaching strategies.
• Inducting staff in the requirements of policies and mandatory training procedures.

Agreements with the NSW Teachers Federation recognise that all teaching staff members are supported in their professional development in order to meet the diverse needs of students enrolled at the school and support the teacher as they develop expertise as teachers.

The TARs policy is implemented with regard to the following factors:

1. The level of experience of the teacher. Given that many teachers and leaders appointed to the school are new to the position, the level of professional support and learning must be ongoing.
2. The context of the school.

All newly appointed teachers will participate in the NSW Institute of Teachers, New Scheme Teachers program and/or the required DET induction processes for Old Scheme Teachers. Professional discussions and support will focus on the key elements of the ‘Professional Teaching Standards’.

Professional Standards

Element 1    Teachers know their subject content and how to teach that content to their students
Element 2    Teachers know their students and how they learn
Element 3 Teachers plan, assess and report for effective learning
Element 4 Teachers communicate effectively with their students
Element 5 Teachers create & maintain safe & challenging learning environments through the use of classroom management skills
Element 6 Teachers continually improve their professional knowledge & practice
Element 7 Teachers are actively engaged members of their profession and the wider community

TARs procedures

The TARs cycle provides an opportunity for Head Teachers to work with teachers and for the Principal to work with the Deputy Principal and Head Teachers, on individual professional learning and development.

Documentation, goals and professional learning plans are negotiated between the Head Teacher (Principal) and the teachers (HTs, DPs) they supervise.

Each teacher needs to:

1. Develop and work towards three goals for improvement each year.
2. Develop a personalised professional learning plan, a copy of which is kept by the teacher and the supervisor.
3. Develop a deeper understanding of the learning needs of students from a range of backgrounds, interests and abilities.
4. Engage with the dimensions of the NSW Quality Teaching framework and other school based frameworks used to underpin the school’s teaching & learning programs.
5. Develop understanding and expertise in the use of the ‘Professional Teaching Standards’
6. Build on ideas gained from professional learning experiences.
7. Seek feedback on their work.
8. Maintain documents related to their own work.

Each teacher’s (HT, DP) supervisor will provide:

1. Opportunities for the teacher to reflect on classroom practice using a range of tools. Examples could be RHHS Lesson Observation Proforma, Quality Teaching coding sheets, professional readings, video analysis of lessons and written feedback forms.
2. Dialogue to identify areas of strengths and areas needing development. The school recommends that NSW Quality Teaching framework and ‘Professional Teaching Standards’ and DET policy and support materials be used.
3. Four individual conferences each year to discuss the teacher’s work.
4. Time and information to identify professional goals and ways of achieving these goals.
5. Observations of educational programs, review of documentation such as lesson planning, lesson material and student work, plans, evaluations and reports, as appropriate.

6. Tools, data and documents to assist the teacher evaluate his or her own work.

7. A professional friend or mentor for every newly appointed teacher or executive staff member. The professional friend will act as a mentor for the teacher’s first year (or longer) in the school.

8. A final report to the principal on the performance of the teacher by early September. The Principal is required to sign documents to state that this process has occurred. The member of staff is also required to sign the document.
The Professional Practice Model

Underpinning strategic thinking

The professional practice model used at the school to underpin professional learning for improving teaching & learning is based on the type of multi level models developed by Schein (1992) and Cambourne (1998). It is important to remember that the model is a representation of reality, not reality itself.

The model (diagnostic map) has been in development at the school for 10 years and is based on the notion that building teaching and leadership capacity is multi level work.

<table>
<thead>
<tr>
<th>Leadership is multilevel work....</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HAVE</strong></td>
</tr>
<tr>
<td>Observables, behaviours, practices, activities, content, professional learning, artefacts</td>
</tr>
<tr>
<td><strong>DO</strong></td>
</tr>
<tr>
<td>Rituals, stories, myths, principles, processes, skills, conversations, sociofacts</td>
</tr>
<tr>
<td><strong>BE</strong></td>
</tr>
<tr>
<td>Values, beliefs, vision, culture, concepts, ideas, reflection, mentifacts</td>
</tr>
</tbody>
</table>

- The top level represents those things that are observed and measurable. This is the level of outcomes.
- The middle level represents those things that can be changed and those areas where strategy (process) can be applied. This is the level of process.
- The bottom level represents those things that underpin the ways we work, feel and think but are highly personal and only understood through questioning at the strategic and measurable levels. This is the level of intangible inputs.

Using the conceptual levels (inner/bottom, middle and outer/top), the school has developed a multilevel model for analysing the strategies it will introduce and use. The overall model allows school leaders to consider the place and relationship of any new initiative. The middle level – strategy – is the key for school leaders and teachers in planning change and learning in the school and the classroom.

The model is not static; the concept that there is an interaction between the levels of practice, strategy and ideas or values can be applied to almost any setting. The model can also be applied to other frameworks, initiatives and policies to identify how the school might plan the implementation of that framework in the school.
An integrated model of professional practice and professional learning using the school's multi-level model of leadership and change. Elements in the key below will be discussed in the next chapter.

**Key:**
4MAT is the 4MAT Learning program (McCarthy; 2001);
PDSA - plan, do, study, act using Quality Tools (Langford; 2001);
ENVYO - enhancing non-verbal opportunities for you (Grinder, 1993);
Quality Teaching - Quality Teaching in NSW Public Schools Framework;
BBC is Lorraine Monroe’s Blackboard Configuration (1999),
PLT is professional learning teams.
School leadership learning framework

<table>
<thead>
<tr>
<th>SCHOOL VALUES</th>
<th>LEADERSHIP LEARNING STRATEGIES</th>
<th>ACHIEVEMENTS demonstrated in the following SLCF domains:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Enthusiasm</td>
<td>DET professional learning continuum</td>
<td>Personal</td>
</tr>
<tr>
<td>Excellence</td>
<td>APAPDC L5</td>
<td>Interpersonal</td>
</tr>
<tr>
<td>Respect and Responsibility</td>
<td>Quality Tools</td>
<td>Educational</td>
</tr>
<tr>
<td>Success</td>
<td>Quality Teaching Framework</td>
<td>Organisational</td>
</tr>
<tr>
<td>Innovation and Creativity</td>
<td>RHHS Leadership</td>
<td>Strategic</td>
</tr>
<tr>
<td>Safety</td>
<td>Learning activities</td>
<td></td>
</tr>
<tr>
<td>Teamwork and Leadership</td>
<td>Other sources</td>
<td></td>
</tr>
</tbody>
</table>

PROFESSIONAL PRACTICE POLICY & PROFESSIONAL LEARNING CONTINUUM

NOVICE LEADERS  ➔  EXPERIENCED LEADERS  ➔  EXPERT LEADERS

Knowledge, understanding and Skills

LEADING AND MANAGING THE SCHOOL BY:

- BOS policies
- Det Policies
- Legislation
- State Plan
- Regional Plan
- NSWIT Policies

- School Policies
- School Plan
- School Evaluation
- Faculty / Team Evaluation

- Leadership Learning Program
- Executive Learning Program
- Academic and Action Research Projects

Analysis and Application

NSWIT PROFESSIONAL TEACHING STANDARDS ➔ TARS ➔

Reflection, Evaluation and Creation

PERSONAL GOALS ➔ FACULTY / TEAM ➔ SCHOOL-WIDE

- PERSONAL PROFESSIONAL LEARNING PLAN
- FACULTY / TEAM PLAN
- SCHOOL FOCUS AREAS

LEADING TO AND FOR IMPROVED STUDENT PERFORMANCE & CONNECTEDNESS
Personalised learning for teachers and leaders based on levels of learning

In designing professional learning programs teachers, leaders and supervisors need to be conscious of choosing strategies that match the levels of learning of the learners. Everyone will have areas of expertise and areas where their skills need further development, especially with new initiatives.

<table>
<thead>
<tr>
<th>LEVEL OF LEARNING</th>
<th>LEVEL OF EXPERTISE</th>
<th>LINK TO CONCERNS BASED ADOPTION MATRIX¹</th>
<th>STRATEGIES FOR DESIGNING LEARNING ACTIVITIES²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unconsciously unskilled</td>
<td>Novice (job seeker)</td>
<td>Awareness….I don’t know anything about it and I’m not interested</td>
<td>Rules, sets of points, details “chunked down” modelled learning # Remember</td>
</tr>
<tr>
<td>³+Graduate</td>
<td></td>
<td>Information….I don’t know much about it but I’d like to know more</td>
<td></td>
</tr>
<tr>
<td>Consciously unskilled</td>
<td>Newer staff, advanced beginners (apprentice)</td>
<td>Personal….I’m not really sure that I can do it. How will it affect me? Management….Getting organised is taking all my time.</td>
<td>Guidelines, reframing, “chunking two parts of detail together”, guided learning # Understand</td>
</tr>
<tr>
<td>+Competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consciously skilled</td>
<td>Experienced, competent, capable practitioners (foreman material)</td>
<td>Consequence….What will be the outcome of this? How can I improve my work to increase its effectiveness? Collaboration….How can I work with others to make a greater impact?</td>
<td>Case studies and scenarios. Move to “chunking up” information, independent learning #Apply</td>
</tr>
<tr>
<td>+Re-accreditation at competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unconsciously skilled</td>
<td>Highly skilled practitioners (master craftsman)</td>
<td>Refocussing….I know a better way than this.</td>
<td>Design scenarios for different situations and apply/modify models in other situations and contexts, teaching #Analyse &amp; evaluate</td>
</tr>
<tr>
<td>+Accomplished</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experts</td>
<td>Experts (artisans)</td>
<td>Leadership of others in creating change</td>
<td>Intuition, opportunities to articulate their expertise and design new situations</td>
</tr>
<tr>
<td>+Professional</td>
<td></td>
<td></td>
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</tbody>
</table>

¹ CBAM refers to the Concerns based adoption matrix, a model that locates people’s concerns about adopting new initiatives on a continuum.
² Please note the words with # next to them derive from Anderson and Krathwohl’s (2001) revision of Bloom’s taxonomy. They suggest that these levels apply to factual, conceptual, procedural and meta-cognitive knowledge.
³ Each of the subtitles with a + in this section refer to the four levels in the NSW Institute of Teachers (2004) professional Standards.
Core Professional Learning Programs for building teacher expertise and leadership for learning

Deep knowledge and understanding of subject specific curriculum, assessment and pedagogy is the starting point for all teachers in the high school. Concurrently teachers need to develop their understanding of generic pedagogical concepts, content and skills to support their growing professional expertise.

The over-arching strategy chosen at the school to develop teacher leadership is to use common professional learning related to the school’s instructional and relational pedagogy over a sustained period and to involve all teachers in this learning. The school has identified “five plus one” key professional learning experiences all teaching (and many administrative and support staff) complete to speak the language and operate in the learning culture of the school.

These five plus one key learning experiences give coherence and alignment between school, faculty and class priorities for learning. They are high leverage learning strategies that are specifically targeted at improving the skills of individual teachers and leaders in improving student achievement. They all contain both teaching and leadership learning components. All new staff members complete these professional programs, including all newly appointed school leaders. By expecting this commitment the school builds the capacity of new teachers and administrative staff. It also builds sustainability (not maintainability) into the school’s professional learning, leadership and professional learning language.

Once teachers have completed these initial professional learning experiences, they are encouraged to take their learning to the next level, to mentor others, to deliver professional learning and to lead professional learning teams. In other words, they move from learner to teacher, from teacher to teacher leader and from novice, to practitioner to expert. Not all teachers take the opportunity but over ninety percent of staff members complete at least the first level of all of these programs.

The five plus one programs are:

**Lesson design and delivery** Understanding the BBC (Blackboard Configuration) - originally designed by Lorraine Monroe (1999) and modified at the school to assist all teachers to develop much more explicit, interesting, engaging and focused lessons to a diverse range of students. Teachers who have mastered the strategy can then go on to designing lessons collaboratively and mentoring new teachers in deep lesson design and evaluation of lesson delivery. Collegial lesson study with expert, experienced and novice team members is an extension of this program.
**ENVOY** This is a non-verbal classroom management program based on neurolinguistic programming (and the work of Michael Grinder, 1993) designed to give teachers a consistent approach to classroom management. Teachers can go on to do this course at process level and at supervisor level and to use the skills in managing interpersonal relationships, adult group dynamics and handling difficult situations.

**Choice Theory and Reality Therapy (CT/RT)** This is a powerful model of personal and student behaviour relationship management that is based on the concepts of internal psychology, personal responsibility, quality and choice. It is closely aligned with the school’s values, purpose and philosophy. Teachers can then go on to do related courses including Circle of Strength (Brierley), Raising Responsibility (Marshall; 2001) and higher levels of CT/RT.

**4MAT** This is a program that is often mistakenly thought to be just about learning styles. Instead, the 4MAT course (McCarthy; 2001) gives teachers an explicit learning cycle that is focused on teaching concepts through developing programming, curriculum development, lesson activity and assessment skills. Teachers learn to “chunk” content and skills into sequential wheels that ensure all concepts are taught. Once the explicit teaching of concepts, content and skills is refined through this model, teachers can go on to mentor others and teach the course. At the school, the 4MAT model is linked closely to the NSW DET Quality Teaching Framework (2003) so that the elements of quality teaching are included in all programs.

**Expert Teachers Project** Based on cross faculty professional learning teams (that also include the administrative staff) this program builds the expertise of teachers in their classrooms and as leaders in the school. Using the Quality Teaching Framework, Total Quality Management tools (see below), process consultancy and higher order lesson planning, this program runs each year with a different focus aimed at giving teachers and leaders a deep repertoire of teaching, assessment and process activities to use in the classroom and in leadership learning.

**Plus One** For New Scheme Teachers and newly appointed teachers there is a structured Induction Program conducted and supervised by the school’s Head Teacher Mentor. The program involves structured observations, mentoring, frequent meetings with supervisors and the development of a professional portfolio. Each teacher’s experience in this program is personalised to develop their skills to the best level possible in preparing a quality portfolio that addresses the standards required by the NSW Institute of Teachers to achieve the level of professional competence. From 2007 teachers will be able to prepare for the next step, “Accomplished Teacher”. In addition, there is a leadership component for mentors and supervisors that involves working with the teacher towards their professional competence accreditation. Deep understanding of the elements and
how they can be demonstrated best in the school, faculty and classroom is also a leadership learning activity.

### A Summary of the school's leadership learning programs

<table>
<thead>
<tr>
<th>SLCF LEADERSHIP DIMENSION</th>
<th>NEW LEADERS</th>
<th>COMPETENT &amp; EXPERIENCED LEADERS</th>
<th>EXPERTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATIONAL</strong></td>
<td>4MAT</td>
<td>Leading professional learning teams</td>
<td>Design &amp; delivery of new initiatives in curriculum, assessment and pedagogy (both instructional &amp; relational)</td>
</tr>
<tr>
<td></td>
<td>Quality Teaching Framework</td>
<td>Lesson study</td>
<td></td>
</tr>
<tr>
<td><strong>STRATEGIC</strong></td>
<td>Faculty/team planning and evaluation</td>
<td>Use of ICT to undertake online survey development and research</td>
<td>Coaching and mentoring leaders</td>
</tr>
<tr>
<td><strong>INTERPERSONAL</strong></td>
<td>ENVOY, Choice Theory</td>
<td>Teacher assessment &amp; accreditation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coaching &amp; mentoring teachers</td>
<td></td>
</tr>
<tr>
<td><strong>PERSONAL</strong></td>
<td>4MAT Leadership styles and self evaluation</td>
<td>Personal understanding-MBTI, DISC</td>
<td>Design of new systems and processes for the school, particularly using ICT and quality tools.</td>
</tr>
<tr>
<td></td>
<td>Covey training</td>
<td>Goal setting and participation in TARs process</td>
<td></td>
</tr>
<tr>
<td><strong>ORGANISATIONAL</strong></td>
<td>Use of Quality tools</td>
<td>Addressing elements of Leading &amp; Managing the School (2000).</td>
<td></td>
</tr>
<tr>
<td><strong>INTEGRATED PROGRAMS</strong></td>
<td>Induction of new staff</td>
<td>Formalised faculty and team planning and evaluation</td>
<td>Designing &amp; leading change</td>
</tr>
<tr>
<td></td>
<td>Executive conferences &amp; professional learning sessions</td>
<td>Supervision of teaching and learning programs and classrooms</td>
<td>Designing &amp; delivering aspects of teacher and leadership learning</td>
</tr>
<tr>
<td></td>
<td>Action learning projects</td>
<td>Project based learning and collegial action research</td>
<td>Conference presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managing change</td>
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</tbody>
</table>
Evaluation Tools for Use by Teachers

There are a number of evaluative tools available to teachers. At Rooty Hill High School all teachers are encouraged to use one or more of the following tools as the basis for personal professional reflection and development:

1. Classroom observation record and BBC planning document
2. Quality Teaching survey
3. Expert teaching survey (based on the work of John Hattie and Bill Louden)

These tools are available from supervisors and are also stored on the school’s shared computer network (j drive).

In addition, teachers will have access to the performance data for students in their classes, the learning database and individualised learning programs and are expected to use that data in planning, programming and lesson design.

The use of the BBC in lesson design and for each class is an agreed school requirement.

Faculty Professional Learning

A core component of teacher professional learning is developing expertise in subject specific curriculum, assessment and pedagogy. In addition to the development of individual professional development plans, each faculty will have an annual faculty professional learning plan that will ensure faculty members have opportunities to develop their skills in the specific subjects they are teaching. Head Teachers will be responsible for coordinating the faculty learning plan as part of the development of the annual management plan for the faculty.

Professional Learning Teams

While individual and faculty professional learning is central to the development of specific skills, the school has had a strong tradition of cross faculty professional learning aimed at developing generic skills in pedagogy and assessment for the classroom. Each year the focus of the program is determined as part of the school’s planning process and the teams meet on the three school development days and have five afternoon meetings. Professional learning teams may focus on process based or project based learning as determined in the planning process.

Other specific programs

In addition to the programs outlined above, the school’s executive offers “one off” annual or external programs designed to engage teacher leadership and build the skills of aspiring leaders. In the recent past these have included HOT
lessons, AGQTP projects and leadership for PLTs. In 2008 and 2009 the school’s executive will offer a specific program for aspiring leaders and will encourage participation by aspiring leaders in programs offered by PLLD Directorate and the region.

**Induction to RHHS**

New teachers, new executive and beginning teachers are involved in an induction program once they take up their position at the school. The induction program provides information to teachers regarding, Rooty Hill High School policies and procedures, DET policies and procedures, welfare strategies and support networks within the school, lesson design, reporting and the NSW Institute of Teachers requirements regarding accreditation for new scheme teachers and DET requirements to achieve the Teachers’ Certificate.

All new teachers and executive staff receive induction materials on appointment that include information on the day to day operations of the school as well as key policies and documents related to the school’s philosophies, values and plans.

Induction includes a general induction for all new staff to the community, the role in the school and the faculty as well as a specific induction program for those teachers in their first year with DET in a temporary or permanent position. The early career teacher induction program also complements the regional program of support for early career teachers.

As part of this explicit induction program all new teachers and executive undertake the core Professional Learning Programs for building teacher expertise and leadership for learning in the school.

**Monitoring, assessment and evaluation of the policy**

This policy will be monitored annually as part of the school’s annual evaluation and planning cycle. The policy will be formally reviewed, assessed and evaluated in 2010 (or earlier if required).