

Guide for SASPA

professional learning programs

*Supporting contemporary world class education
through quality professional learning.*

This guide is intended to support SASPA in the planning and facilitation of professional learning programs for our school leaders. It may also promote discussion in our schools about how quality professional learning design effectively supports leaders and teachers to design curriculum, assessment and school organisation for improved outcomes for every student. The guide is informed by research, shared practices and our experiences and understandings of what works in our schools. It aims to strengthen our capacity as the State's secondary school leaders to confidently articulate our shared understanding of what constitutes quality professional learning for improved outcomes for all of our students. SASPA is committed to providing opportunities for high quality professional learning experiences that aim to impact positively on student and teacher learning and support school improvement.

It is envisaged that the guiding prompts in the table below would be helpful in planning, designing, facilitating, evaluating and selecting professional learning programs.

Guiding prompts for consideration when designing/choosing professional learning experiences	Possible indicators of quality designed professional learning experiences
Is the activity ongoing & embedded in practice, acknowledging context and aligned to identified priorities?	Clear statement of aims or intended outcomes. Indication of alignment with key system level priorities.
Does the design of the professional learning value the experiences and knowledge of school leaders?	Involving participants and stakeholders in the design, implementation and evaluation. Acknowledging leaders' experiences and expertise. Includes facilitation by respected, qualified and experienced school leaders.
Is an assessment of individual and school needs taken into account?	Needs assessment informs design and next steps of professional learning. Feedback/evaluation is embedded in the program.

Does the program aim to disrupt and challenge assumptions and dominant patterns of practice to achieve change?	Models effective approaches to intellectually challenge each participant and also challenges assumptions and expectations. The professional learning design is flexible, futures focused, supporting leaders to be adaptable and able to confidently lead and respond to new & unexpected challenges.
Are inquiry and reflection on practice and experiences supported in the program?	There is time scheduled within the program for structured personal and/or group reflection. Opportunities for next steps explored and shared.
Is collaborative learning facilitated by providing opportunities to learn from and with each other?	Creation of professional learning communities within and between schools. Promotes collaboration and dialogue between participants
Are varied, rich and sustainable options available within the professional learning experience	Allows for personalisation accommodating diversity of strengths, career stages, experiences, needs & contexts
Does the professional learning experience enable connection between context and external expertise	Focuses on leader's daily practice of improving learning outcomes for all students. Informed by research and also seeks & supports producing our own research.

This Guide aligns with:

- SASPA Educating in the 21st Century. Position Paper.
- SASPA Lifting up not holding back: System Enablers of Quality Teaching. Position Paper
- The SASPA submission to Achieve Educational Excellence in Australian Schools.
- ASPA Towards a new construct for school leadership. By the professional for the profession: shaping the future together. Position Paper.

Appendix to this Guide to include in the future:

- Reference list
- Evaluation strategies
- Examples of professional learning formats

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