



PROFESSIONAL DEVELOPMENT POLICY

PREAMBLE

Mt St Michael's College ('the College') is a Catholic College in the tradition of the Sisters of Charity. This mission and vision are articulated in the Governance Manual of the College.

"We believe that Catholic schools are the spearhead of the Church's mission to the world. The culture of the school must express authentic Gospel values to give direction and promote its distinctive qualities. All staff have an essential role in shaping the distinctive culture of the College with respect to mission in education."

The College is committed to providing a supportive and rewarding environment for employees and recognises that the quality, responsiveness and professionalism of its workforce are inextricably linked to Mt St Michael's College's achievement of its mission and strategic directions.

Professional development for staff of Mt St Michael's College is linked to all dimensions of the College Strategic Plan 2007–2011. It is highlighted in the following strategies:

- promote professional learning of all staff with the development of skills, capabilities, leadership, teamwork, trust, potential and collaborative practice; and
- ensure the provision of diverse development opportunities which meet the needs of the staff and the College.

PURPOSE

The purpose of the Professional Development Policy is to encourage and support staff members in their professional and career development as an integral part of their employment with the College. Mt St Michael's College acknowledges that professional development is integral to personal job satisfaction, workplace productivity, reward and recognition. It is critical to the achievement of the College's mission and continuous improvement in the quality of its effective learning and teaching programs and services.

SCOPE

This policy applies to **all** Mt St Michael's College employees, and sets out the principles that underpin the provision of professional development at the College.

PRINCIPLES

The Mt St Michael's College Professional Development program will:

- Address whole school issues and priorities as embodied in the College Strategic Plan.
- Satisfy the statutory requirements and protocols of all external authorities to which the College is accountable.
- Be planned and well-coordinated.
- Ensure equitable access for all staff to engage in professional development opportunities . .



- Incorporate a balance between employer and employee time.
- Link professional development opportunities with enhancing staff capacities and the Staff Performance Review process.
- Encompass expectations of shared learning from professional development experiences.
- Be supported by the College annual budget.

RESPONSIBILITY OF STAFF

- To identify and actively pursue appropriate professional development activities with reference to professional currency/compliance and professional learning.
- To engage in critical reflection of professional development activities and their relevance for the College.
- To utilise mechanisms for reporting and information sharing according to the Principles of this policy. This may include presenting a brief in-service to staff about the knowledge obtained from the professional development event.
- To follow the Principles and Procedures in this Policy.

PROCEDURES

Professional Development opportunities can be identified by the Deputy Principal, Curriculum, the College Leadership Team, the College Middle Managers and individual staff members. The Professional Programme will be led by the Deputy Principal, Curriculum in consultation with the College Leadership Team and Middle Managers, to ensure that school priorities and plans are met.

The following procedures are to be implemented:

- The Professional Development proposal is compliant with this policy.
- The staff member must complete the Professional Development Application Form, with signed endorsement from the appropriate line manager.
- The Deputy Principal, Curriculum will review the application with respect to this policy, and the College calendar.
- The Deputy Principal, Curriculum will consult with the Principal if the Professional Development activity is atypical.
- There will be a shared responsibility regarding recording of professional development.

CONCLUSION

Mt St Michael's College is committed to providing a professional and personally enriching environment for all employees. This policy recognises that the quality, responsiveness and professionalism of staff are inextricably linked to the mission and strategic directions of the College.



APPENDIX A – DEFINITIONS

Professional Development: Professional Development means all activities, both formal and self-directed, that are expected to extend and broaden the scope of professional capabilities of a College employee in relation to their role and responsibilities, thereby enhancing individual, group and organisational learning and capabilities.

Career Development: The process of enabling individual College employees to plan their careers and engage in career development activities that will facilitate professional growth, serve the needs of the College, provide continuous improvement in teaching and learning and improve career prospects and job progression or promotion.

Career Management – Accreditation: The process of actively planning, managing, developing and evaluating an employee's career in order to satisfy and maintain relevant accreditation particularly to satisfy protocols for teaching in a Catholic school and registration requirements determined by statutory authorities such as the Queensland College of Teachers.

Career Management – Currency: The process of actively planning, managing, developing and evaluating an employee's career in order to maintain accurate and current knowledge of mandatory requirements and substantive elements of Queensland Studies Authority syllabus documents, work program requirements and monitoring review procedures.

Formal Professional Development: Participating in formal study, a training course or workshop; presenting a paper at a conference; and attending a conference, forum or seminar.

Informal Professional Development: Participating in professional reading or engaging with AV resources, web based information and digital resources; and collegial interactions, conversations and sharing of new knowledge and processes.

Pedagogical Practices: A range of informed best practice strategies and the development of the skills and processes which create diverse and effective teaching and learning opportunities.

Pedagogical Principles: A contemporary knowledge and understanding of teaching and learning theories and frameworks which will inform staff in the planning of the learning process and development of students.

Pedagogical Products: A level of understanding of, and strategies to develop students' abilities to respond appropriately to tasks and produce evidence of their developing abilities across a range of mediums, texts and genres.

Department Professional Planning: A process whereby each Head of Department, in consultation with department staff members, can develop an annual Department Professional Plan aligned to the College Strategic Plan to develop aims, objectives and strategies for the department which identifies needs and priorities for appropriate professional development.

Personal Professional Performance Planning: A process whereby each staff member can set annual professional performance plans in consultation with their direct line-manager to promote personal professional development.

Professional Recognition Program: A record of professional development activities for each employee to access, review, inform for future professional development planning, to be available for College and staff access.



APPENDIX B – APPROACHES VALUED BY TEACHERS

Research indicates that professional development approaches valued by teachers include:

- A time for reflection by individuals and groups.
- Sharing of ideas and values by participants.
- Teachers setting priorities for action.
- Presenters who are knowledgeable in interpersonal processes and group dynamics.
- Needs based problem solving methodologies.
- Use of adult learning theory.



APPENDIX C – DRAFT PROFESSIONAL DEVELOPMENT RECORD

NAME: _____

YEAR: _____

Activity	Date/s	Hours	PD Category					
			RE Requirements	QSA Requirement	Curriculum/Pedagogy	Pedagogy	Pastoral Care	Other
Spirituality Day - Richard Leonard	Jan	4 hours	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NYPD Conference	Jan	6 hours	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maths Department Meeting – Use of Graphic Calculators	Feb	1 hour	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff Meeting – Learning Framework – Dimensions of Learning	April	45min	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QSA Senior School Conference			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OUTLINE YOUR OWN PROFESSIONAL DEVELOPMENT GOALS FOR 2008								
e.g Behaviour Management			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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