DECISION TREE: USING THE SELF-REVIEW TOOLS TO PLAN PROFESSIONAL LEARNING

Work through the appropriate self-review tool with a facilitator and/or colleagues.

Identify your professional strengths and learning needs.

Consider professional learning needs to address, or to begin to address, in the next 12 months. Identify who will address these.

Prioritise professional learning needs to address in the long term. Document these needs (possibly in the strategic plan).

Individual staff member

Staff team

Whole staff

Board

The staff member will:

1. develop goal/s for individual professional learning;

2. identify activities, resources, a timeframe, and expected outcomes;

3. record this information in appraisal documentation or the Professional Learning and Action Plan for Individual Teachers or Leaders.

With a leader, staff members will:

1. discuss identified learning needs and develop professional learning goal/s;

2. identify activities, resources, a timeframe, and expected outcomes;

3. record this information in team documentation or the Professional Learning and Action Plan for Whole Staff or Team.

Principal, leaders, and staff members will:

1. discuss identified learning needs and develop professional learning goal/s;

2. identify activities, resources, a timeframe, and expected outcomes;

3. record this information in the annual plan or the Professional Learning and Action Plan for Whole Staff or Team.

Board members will:

1. discuss identified learning needs and develop professional learning goal/s;

2. identify activities, resources, a timeframe, and expected outcomes;

3. record this information in the annual plan or the Professional Learning and Action Plan for Board of Trustees.

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1. Engage in professional learning.

2. Engage students in new learning.

At the end of the year:

1. evaluate the impact of professional learning on outcomes for all students, particularly Māori and Pasifika students;

2. identify next steps;

3. begin planning professional learning for the next year.