

An introduction to the Charter

1. How do teachers and school leaders in your school demonstrate (or experience) 'a shared responsibility and commitment' to professional learning?
2. How can The Australian Charter for the Professional Learning of Teachers and School Leaders be used to lead a conversation about the professional learning culture in your school?
3. Which characteristics of a high quality professional learning culture (outlined on p3 of the Charter) are apparent in your school? In what ways?
4. Which characteristics would you like to establish or develop further in your school?
5. How can the components of The Australian Teacher Performance and Development Framework support the development of a professional learning culture in your school?
6. What are the current and future challenges that teachers and school leaders face in your school community?
7. How can high quality professional learning lead to innovation?
8. How are student learning, engagement and wellbeing linked to planning for teacher professional learning in your school?

Professional learning in context

1. In what ways do high quality professional learning experiences impact on leaders, teachers, students and the culture of a school?
2. How do you align your professional learning with school goals, your individual performance and development goals and students' needs?
3. How do you determine which kinds of professional learning will best support your career progression?
4. What kinds of professional learning encourage risk-taking, trust and collaboration amongst a school leadership and teaching team?
5. How is high quality teaching and school leadership supported, maintained and improved?

Evaluating professional learning: what makes a difference?

1. How do you know what impact professional learning may be having on students?
2. What does "effect size" of professional learning mean? What can you do to increase the effect size of your professional learning?
3. How do you measure the impact of professional learning on teaching?
4. What range of strategies have you used to evaluate the impact of professional learning on the actions of teachers and school leaders and student outcomes?
5. Which of these strategies would you describe as 'sophisticated, robust, and / or multi-method'?
6. What evidence can you analyse about student learning, engagement and wellbeing, in order to plan for professional learning for teachers and school leaders?

Characteristics of effective professional learning

1. What does high quality professional learning mean to you?
2. What examples of high quality professional learning have you experienced recently that were relevant, collaborative and / or future focused?
3. What is the difference between a “formal and informal” professional learning experience? Identify an example of both formal and informal professional learning that has made a difference to your teaching or leadership.
4. What are the most effective strategies for you to reflect on your practice? How do you share those reflections and goals with your colleagues?
5. What needs to be in place for a professional learning experience to change the way you teach or lead?
6. How do you work with others to solve the most important challenges to support improvement in student learning, engagement and wellbeing?

The Charter in Action

1. How has high quality professional learning developed your professional knowledge and shaped your practice?
2. What would you like to enhance or develop in your practice to improve the learning, engagement and wellbeing of students in your class?
3. What impact would you like to make through leading or contributing to professional learning?
4. How do you communicate the expectation that each staff member will be engaged in professional learning?

What PL makes the most difference to students?

1. What professional learning has made the most difference to how you teach and/or lead?
2. Which of the following best describe your recent professional learning experiences?
 - Individual or collaborative research
 - Qualification program
 - Informal dialogue and targeted discussion
 - Observation
 - Trying out new approaches
 - Conference / seminars
 - One off school visits
 - Lectures
 - Field trips
3. What change in your practice would you like to see in the short, medium and long term?
4. What kind of professional learning would best support you making that change?
5. How will the impact of your professional learning be evaluated?

PL that works for teachers: focus on high quality teaching?

1. What increases your commitment to undertaking professional learning?
2. How do you work with others to solve the most important challenges to support improvement in student learning, engagement and wellbeing?
3. What are ways to build trust when you are part of a team?
4. What support do you need when trying or learning something new?
5. What do you do to support other people when they are trying or learning something new?
6. How can you use observation, feedback and coaching to support professional learning?
7. What encourages and enables you to share your professional learning with others?

PL that works for school leaders: focus on high quality leadership?

1. What increases your commitment to undertaking professional learning?
2. What strategies do you employ to build trust when you are a part of a team?
3. What support do you need when trying or learning something new?
4. What do you do to support other people when they are trying or learning something new?
5. How can you use observation, feedback and coaching to support professional learning?
6. What encourages and enables you to share your professional learning with others?

What is disciplined collaboration?

1. How is disciplined collaboration different from a conversation with a colleague or administrative staff or team meeting?
2. How might informal chats contribute to disciplined collaboration?
3. What are professional learning communities?
4. How do you determine what to investigate as part of a research project or which practice to consider in a professional learning community?
5. Who do you work with for advice when undertaking research and to provide expert support and assistance in a professional learning community?
6. How and with whom do you share your findings?

How to link PL and student outcomes?

1. How can setting specific objectives to achieve the goals of improved student learning, engagement and wellbeing, be linked directly to the general capabilities of the Australian Curriculum?
2. How do you align school vision, specific goals for student learning, engagement with learning and wellbeing and professional learning?
3. What are your short / medium / long term goals for professional development and the development of a professional learning culture?
4. What measures will be in place to track progress towards each goal and objective?
5. How will you determine what professional learning will be most effective for each teacher (and team) to build their capacity to support and track the achievement of these goals?
6. How are you going to adapt your work in staffrooms and classrooms to achieve your goals?
7. What data can you collect to monitor if the improvement in student learning is occurring? How often will you check for change and progress?
8. How will you report, celebrate and recognise progress, development, improvement and excellence amongst students, teachers and school leaders?

Taking the lead

1. How is the professional dialogue within your school implemented and maintained in a way that leads to improved learning outcomes for students?
2. What are your strengths? How would you like to contribute to the professional dialogue and to support other teachers in their learning?
3. What would you like to learn from others during professional dialogue?
4. How will feedback and analysis of current research and practice be included in the professional dialogue?