

High Impact Professional Learning (HIPL) School self-assessment tool

The vision for public education in NSW is to be Australia's best education system and one of the finest in the world. Quality teaching and leadership within our schools are essential to achieving this vision. Targeted and relevant professional learning enables our teachers and leaders to develop every year. This tool supports school leadership teams to use the HIPL model to guide a cycle of continuous professional learning for all teaching staff which is informed by evidence-based practice.

"In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice."

School Excellence Framework, Teaching Domain, Learning and Development element

The HIPL School self-assessment tool

The **HIPL School self-assessment tool** is an **optional support** for school leadership teams, teachers and other staff with teaching support responsibilities. It is designed to drive improved student learning outcomes by interpreting the elements of [High Impact Professional Learning \(HIPL\)](#), and describe what practice might look like in schools. A HIPL-enabled school environment aligns to the department's [Professional Learning Policy for Teachers and School Staff](#).



The HIPL model

The High Impact Professional Learning (HIPL) model is described by a set of 5 elements that support a cycle of professional learning for all teaching staff. Informed by global research, the elements deepen teaching practice for ongoing growth in student progress and achievement.

The 5 HIPL elements are:



Professional learning is driven by identified student needs: Professional learning is designed to meet student needs which are identified through analysis of progress and achievement data at system, school and classroom level.



School leadership teams enable professional learning: Leaders create the culture and structures, including supporting resources, that build a cycle of professional learning; an inclusive environment that enables learning and growth in every teacher in which new learning is applied to teaching practice.



Collaborative and applied professional learning strengthens teaching practice: Teachers work together, inspired and critically challenged by expert input, to learn, shape and strengthen teaching practice for ongoing progress and achievement.



Professional learning is continuous and coherent: Effective professional learning is aligned to system, school and individual performance and development goals. It supports teachers and school leaders to deepen their practice by focusing on sustained learning and evidence-informed approaches.



Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement: Teachers and school leaders evaluate how adjustments in their practice resulting from professional learning impact on student progress and achievement, regularly recalibrating and refining to ensure ongoing progress and achievement for students.

For more information refer to the [Professional Learning Policy for Teachers and School Staff](#) and visit the [High Impact Professional Learning \(HIPL\) website](#).



Professional learning is driven by identified student needs

When schools excel in High Impact Professional Learning practice, teachers' professional learning is informed by student needs. Student needs may include content knowledge, skills, and attributes they need to excel in the classroom and the social, wellbeing and psychological safety they need to thrive. Teachers use evidence of student learning to understand their students' progress and map future actions so they are able to achieve identified student learning goals. Teachers own their professional learning and recognise the knowledge and skills they need to refine.

Theme	Delivering	Sustaining and Growing	Excelling
1.1 Understand the link between teaching practice and student needs	<p>Teachers know their students and how they learn, linking data, research and evidence-based practices to professional learning and teaching practice.</p> <p>A whole school strategy systematically identifies student need and this knowledge is used to develop a whole school approach to professional learning.</p>	<p>Teachers note learning trends and patterns within their student groups and act to address them, supplementing their knowledge and skills through carefully planned professional learning.</p> <p>The school plan is reviewed regularly to ensure that it is responsive to student learning needs and associated teacher professional learning, and that it considers emerging knowledge and research.</p>	<p>Teachers consistently utilise a variety of system, school and classroom data to inform their professional learning needs and planning including student work samples, formative assessment, student behaviour data and external assessments.</p> <p>Patterns and trends in student progress are continually analysed at a whole school, student cohort and individual teacher level to determine professional learning requirements and plan for school-wide responses.</p>
1.2 Apply formative and summative evidence	<p>Formative and/or summative data is analysed by teachers at a system, school and classroom level to inform their own professional learning.</p> <p>Student learning needs are identified across the school and systematically monitored through summative and formative assessment.</p>	<p>Teachers use a range of quantitative and qualitative strategies, including formative and summative data and student feedback about teaching effectiveness, to inform professional learning planning.</p> <p>Professional learning is used to support teachers in addressing student underachievement and driving student progress and achievement.</p>	<p>Ongoing formative and summative data of student progress is collated, analysed, and applied at a class, student cohort and whole school level to inform professional learning requirements, leading to consistent high quality targeted professional learning.</p> <p>School wide student feedback on the impact of teaching is routinely collected for ongoing evaluation and to inform professional learning needs.</p>
1.3 Underpin professional learning with strong evidence-based research	<p>Teachers determine their personal professional learning needs based on current and relevant evidence-based research on how to strengthen practice according to student need.</p> <p>Teachers test research in the classroom to develop their understanding of how to understand impact on student progress.</p>	<p>Teachers routinely conduct research and evaluate relevant evidence-based research in teaching to inform their classroom practice.</p> <p>Teachers use collaborative approaches to test and evaluate the efficacy of evidence-based strategies.</p>	<p>The school leadership team and teachers are supported by school structures and processes to collaborate and explore relevant and evidence-based global, national, and local research in teaching, and apply and test this in their teaching practice.</p>
Increasing the impact of your professional learning	<p>If you are delivering, consider the following:</p> <ul style="list-style-type: none"> Establish processes and routines to utilise current classroom-based formative and summative assessments of student progress to inform professional learning. Develop rigorous and evidence-based practice in selecting, developing, and implementing professional learning. Ensure that all professional learning relating to student learning can be applied in classroom-based practice and is based on identified student needs. 	<p>If you are sustaining and growing, consider the following:</p> <ul style="list-style-type: none"> Establish a whole school structured approach to analysing and using data to understand student progress and achievement. Use key identified areas for student learning development as a focus for whole stage, subject, or school professional learning. 	<p>If you are excelling, consider the following:</p> <ul style="list-style-type: none"> Evaluate and refine strategies to continuously enhance your approach to professional learning, ensuring it is evidence-based and linked to student needs. Focus on creating a whole school professional learning environment that is creative, compelling, and high impact. Introduce methods to constantly stretch your professional learning practice. For example, consider extending your professional learning by collaborating with neighbouring schools in a professional learning community of practice or partner with an interstate or international school.



School leadership teams enable professional learning

When schools excel in High Impact Professional Learning practice, leaders prioritise professional learning by establishing a shared vision: they co-design and provide the environment, stimulus, and infrastructure for purposeful and ongoing professional learning. They provide resources, time and structures that enable teachers to learn from and support each other to deepen teaching and learning. They model their commitment to professional learning by setting high expectations for themselves and their teachers.

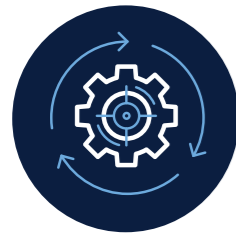
Theme	Delivering	Sustaining and Growing	Excelling
<p>2.1 School developed professional learning plan</p>	<p>Teachers engage with professional learning priorities embedded in the school's Strategic Improvement Plan and the Australian Professional Standards for Teachers.</p> <p>The leadership team leads the collaborative development of professional learning planning and prioritisation, consistent with the school's Strategic Improvement Plan.</p>	<p>Teachers have a clear understanding of and contribute to the school's professional learning priorities including the development process, as described in the Strategic Improvement Plan.</p> <p>The leadership team supports collaborative development of school professional learning planning and prioritisation based on identified student and teacher learning needs. There is a clear link between the professional learning priorities of teachers, the Strategic Improvement Plan and student learning needs.</p>	<p>Teachers take ownership of whole school professional learning priorities through critique and collaborative development of professional learning planning. Individual teacher priorities are clearly aligned with whole school professional learning priorities.</p> <p>The school leadership team and teachers collaborate to define the professional learning priorities for the school using research and evidence-based strategies to deliver sustained and measurable advances in student learning.</p>
<p>2.2 Knowledge sharing and thought leadership is facilitated</p>	<p>Teachers demonstrate currency of content knowledge and evidence-based teaching practice.</p> <p>The leadership team share evidence-based professional learning, knowledge, and academic research and have established structures and processes that facilitate sharing of evidence-based practice.</p>	<p>Teachers are encouraged to trial and evaluate innovative approaches and strategies and share their learning within the school learning community.</p> <p>The leadership team demonstrate a planned approach to sharing evidence-based teaching and assessment practices through professional learning. They explore and share evidence-based professional learning, knowledge, academic research and access expertise within the school.</p>	<p>The leadership team maximise growth for all teaching staff through deep engagement with evidence-based national and global research. They support high impact approaches that encourage teachers to share expertise ensuring individual and collective growth and development. Experts, including teachers, are engaged to facilitate high impact teaching strategies.</p>
<p>2.3 Establish systems to support continuous and coherent professional learning</p>	<p>Available resources and finances are shared and maximised to benefit teachers.</p> <p>The school leadership team create a professional learning environment that enables teacher engagement, including through performance and development plans, school development days, and access to technology for online learning.</p>	<p>Teachers work in an environment that enables them to share learning insights and practices gained from professional learning.</p> <p>The school leadership team monitor and improve the professional learning environment to support individual teachers in planning and coordinating their professional learning. There is an emphasis on prioritising and resourcing professional learning that demonstrates measurable growth in student learning.</p>	<p>The school leadership team monitor and improve the professional learning environment to respond to patterns and trends in student and teacher learning needs. They differentiate professional learning, acknowledging the range of teaching experience and skill levels. Leaders are responsible for an ongoing cycle of planning, learning, implementation and evaluation to ensure professional learning remains relevant and consistent. There is a planned approach to using school professional learning resources for maximum impact.</p>
<p>Increasing the impact of your professional learning</p>	<p>If you are delivering, consider the following:</p> <ul style="list-style-type: none"> Use staff meetings to emphasise how professional learning priorities are linked to the school Strategic Improvement Plan to build strong, shared understanding amongst all staff. Introduce systems and processes to provide access to professional learning and share expert knowledge and skills. For example, structure professional learning time in the week, establish platforms for sharing high quality resources or create models for sharing expertise. Communicate strategies to promote the personal and professional benefits of professional learning for teachers. 	<p>If you are sustaining and growing, consider the following:</p> <ul style="list-style-type: none"> Analyse trends in student needs annually and map professional learning activities required to drive progress. Engage teachers in setting explicit professional learning priorities and collaboratively plan to meet them, using internal expertise as well as accessing effective practice outside the school or through department professional learning and initiatives. 	<p>If you are excelling, consider the following:</p> <ul style="list-style-type: none"> Utilise teacher networks, collaborative teacher inquiry and peer coaching to foster collective efficacy and enable authentic teacher leadership. Strengthen partnerships with other schools to share high impact professional learning approaches and expert teachers and extend professional learning outcomes. Consider emerging leaders in your school who may take a role in leading professional learning. For example, Highly Accomplished teachers, Lead teachers or aspiring, emerging leaders have a role in leading professional learning initiatives.



Collaborative and applied professional learning strengthens teaching practice

When schools excel in High Impact Professional Learning practice, teachers and school leadership teams work and learn collaboratively to focus on student growth, seek input from internal and external experts, share knowledge, observe each other in practice, ask probing questions, and actively challenge others' perspectives. This strengthens their collective efficacy, knowledge and practice and enables professional learning to have a greater influence on classroom practice.

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3.1 Create a culture of openness to sharing identified challenges and areas for development	<p>Teacher professional learning is implemented in a culture of high expectation and collaboration.</p> <p>Leadership teams provide routinely scheduled opportunities to share teaching challenges in a supportive environment.</p>	<p>Teachers share problems of practice and challenges, supporting colleagues to identify areas for development and effective strategies as well as addressing their own.</p> <p>Expert teachers share knowledge and skills, tailored to the identified goals for whole school improvement in classroom practice.</p>	<p>Teachers are confident in sharing their problems of practice and challenges and are open to supporting other teachers' areas for development as well as addressing their own. They are supported to identify effective strategies in response to identified areas for development, both for themselves and their colleagues.</p> <p>The role of expert teachers is considered pivotal in creating a culture where teachers constantly share knowledge, observe each other in practice, ask probing questions, collaboratively review student work samples, and challenge others' perspectives.</p>
3.2 Foster identification and sharing of expert practice	<p>Leadership teams create opportunities to promote and share teaching expertise and knowledge through professional learning.</p> <p>Knowledge sharing occurs routinely and is recognised as effective professional learning.</p>	<p>There is a culture of collaboration, knowledge and expertise sharing within the school. New knowledge and skills, gained through professional learning, are shared and applied to strengthen classroom practice.</p> <p>The school identifies expertise within its teaching staff and draws on this to further develop its professional community and provide leadership opportunities.</p>	<p>All teaching staff are engaged in professional learning through a variety of approaches and strategies to share teaching expertise and knowledge and can effectively apply this in classroom practice.</p> <p>Professional learning is considered as important collective work of all teachers, with deep collaboration enabling authentic peer review and feedback.</p>
3.3 Collaborate to address identified areas for development related to limited student progress	<p>Areas for development regarding student learning progress are increasingly addressed through teacher collaboration.</p> <p>Identified student underachievement is addressed on an individual basis and is through collective problem solving and implementation of identified high impact strategies.</p>	<p>Identified areas for development related to student learning progress are openly discussed between teachers, with problem solving and application of effective practice being developed across teams of teachers.</p> <p>Concerns related to student underachievement are openly discussed between teachers, with evident collective problem solving and application.</p>	<p>Areas for development regarding student learning progress are considered a collective challenge and a shared responsibility of all teachers who invest time to investigate and address concerns using a range of appropriate data sources.</p> <p>Student underachievement is considered collectively and addressed by accessing internal and external expertise in high impact teaching strategies as part of the school's professional learning approach. A culture of continuous learning improvement is driven through high impact professional learning with all teachers collectively and iteratively reviewing, refining, and applying changes to teaching practice.</p>
Increasing the impact of your professional learning	<p>If you are delivering, consider the following:</p> <ul style="list-style-type: none"> Use language and practices that support collaborative and co-constructed approaches to teaching concerns and challenges. Identify evidence-based practices which lead to student progress and achievement. Support collaborative analysis of student data and evidence from a range of sources and implement practices which lead to student progress in the identified areas for development. 	<p>If you are sustaining and growing, consider the following:</p> <ul style="list-style-type: none"> Continue to build on your culture of knowledge sharing by promoting collaborative opportunities for all teachers to learn from each other in ways that support scaling of evidence-based practice, identified through appropriate data analysis. Identify (or source) expert teachers who can generate a culture of collaborative learning and bring together knowledge from across the school, encouraging collective learning and openness to sharing ideas for further development. 	<p>If you are excelling, consider the following:</p> <ul style="list-style-type: none"> Embed collaboration as a means of achieving excellence in teaching practice and meeting student needs, through rigorous implementation of research-based approaches to collaborative professional learning. Work with other schools to develop a cross-school approach to sharing expert teachers, aligned to student and teacher learning needs. This could include using data and evidence to identify expert teachers and aligning expertise to school Strategic Improvement Plan priorities.



Professional learning is continuous and coherent

When schools excel in High Impact Professional Learning practice, professional learning is integrated into the everyday routines of leadership teams and teachers through innovative allocation of time and resources. School professional learning priorities are captured in Strategic Improvement Plans and clearly aligned with teacher Professional Development Plans (PDPs). School-wide professional learning is focused on a few high impact strategies which are executed in classroom practice over time, with fidelity.

Theme	Delivering	Sustaining and Growing	Excelling
4.1 Establish link between professional learning and individual development	<p>Through their Performance and Development Plans, teachers demonstrate coherence with the Australian Professional Standards for Teachers.</p> <p>The link between goals articulated in individual PDPs and professional learning activities undertaken during the year is apparent and consistent.</p>	<p>Teachers actively use Performance and Development Plans to articulate the professional learning they need to achieve their specified development goals and enhance teaching and learning.</p> <p>Leadership teams formally review how professional learning activities have contributed toward the achievement of individual and whole school development goals.</p>	<p>As part of a teacher's Performance and Development Plan discussion, consideration is given to how professional learning activities are aligned to student needs and how professional learning will contribute towards strengthening high impact teaching strategies and whole school improvement.</p> <p>There is strategic and strong alignment between the school's professional learning priorities and the professional learning needs identified by teachers in their Performance and Development Plans, focused on student progress and achievement.</p>
4.2 Establish link between professional learning and continuous school improvement	<p>The connection between professional learning and the school's Strategic Improvement Plan is recognised by teachers and used to plan for ongoing professional learning.</p> <p>Professional learning is considered an opportunity to deepen individual knowledge and improve alignment to whole school priorities.</p>	<p>Teachers clearly articulate how their ongoing professional learning enables continuous school growth and is aligned to the school's Strategic Improvement Plan.</p> <p>Leadership teams review school progress against priorities described in the school's Strategic Improvement Plan using relevant data, and its analysis determines the ongoing professional learning needs of teaching staff.</p>	<p>Each teacher understands the link between high impact professional learning and school improvement, through their engagement in relevant, focused and ongoing professional learning and the translation of professional learning into classroom practice.</p> <p>A focus on continuous development is embedded into the school's professional learning approach, underpinned by ongoing analysis of evidence and planning.</p>
4.3 Develop expertise that is sustained over time	<p>There is a recognised need to develop curriculum expertise in the school including subject content, technical competence and other syllabus requirements.</p>	<p>Professional learning accessed or delivered within the school addresses the need for subject matter expertise.</p> <p>Teachers focus on a limited number of evidence-informed strategies or approaches over time, delivering medium to long term growth in teaching practice and student progress and achievement.</p>	<p>Professional learning planning and activity is thorough and sustained over time, embedded in the school professional learning environment, and focused on high impact strategies which are executed with fidelity over the medium to long-term, to strengthen teaching and learning practice and respond to student need.</p>
Increasing the impact of your professional learning	<p>If you are delivering, consider the following:</p> <ul style="list-style-type: none"> Map teacher Performance and Development Plan goals against the school's strategic improvement priorities and plan professional learning which will maximise support for both. Consider how student need can inform discussions and decisions about professional learning as part of the PDP process. Collaborate to identify topics or strategies for ongoing professional learning, aligned to the school's strategic improvement priorities. 	<p>If you are sustaining and growing, consider the following:</p> <ul style="list-style-type: none"> Implement professional learning initiatives that allow all teaching staff to develop curriculum expertise and build processes and structures to ensure this expertise is shared with colleagues over time. Support teaching staff to develop in areas of learning most critical to their classroom practice, aligned with their identified professional development goals, and supported by evidence of learning. Undertake initiatives to develop curriculum expertise and technical skills. 	<p>If you are excelling, consider the following:</p> <ul style="list-style-type: none"> Scale systems and processes that support high impact professional learning to drive further development or refinement in newly identified areas of need to inform student progress and achievement.



Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement

When schools excel in High Impact Professional Learning practice, teachers and school leaders plan for, articulate, and evaluate the impact of professional learning on student progress and achievement. There is innovation and diligence in how they use data to capture evidence of student learning and this evaluation informs future directions for continuous refinement in classroom practice.

Theme	Delivering	Sustaining and Growing	Excelling
<p>5.1 Foster a culture of individual and shared responsibility for student outcomes</p>	<p>Teachers collect and use assessment data that monitors achievement and identifies gaps in learning to inform planning for particular student groups and individual students. There is shared responsibility for ongoing professional learning and growth in teaching practice.</p> <p>The school collects and analyses student progress and achievement data to identify areas for further development.</p>	<p>All teachers are responsible and accountable for their own professional learning and the impact of professional learning on teaching practice and student progress and achievement.</p> <p>There are formal practices in place to consider the link between professional learning, student needs and classroom practice and to share accountability.</p>	<p>All teachers accept individual and collaborative responsibility for their own and other teachers' learning practice, by reviewing professional learning to determine impact on student progress and achievement.</p> <p>There is a strong culture of shared accountability within the school, whereby teachers and leaders collectively seek to understand what has worked well and what has not, based on student outcomes, to inform future development of teaching practice.</p>
<p>5.2 Measure impact of professional learning on student progress and achievement</p>	<p>Teachers use school-level evaluation measures and techniques to demonstrate the impact of professional learning on student progress and achievement over time.</p> <p>School leadership teams and teachers have knowledge of a broad range of data sources available to measure the impact of professional learning on teaching practice and subsequent student progress and an understanding of how to use the data.</p>	<p>Teachers are actively engaged in understanding the impact of professional learning on their teaching practice. They track the impact of their strengthened teaching practice on student progress and achievement through a range of whole school qualitative and quantitative data and classroom-based assessment sources.</p> <p>The school aligns resource allocation for professional learning to the monitoring of student progress and achievement.</p>	<p>All teachers have a clear 'line of sight' between their professional learning and student progress and achievement over time, using evidence from a range of evaluation measures. The school routinely monitors student progress and achievement to inform future directions in professional learning.</p> <p>A consistent and structured approach is embedded to identify, demonstrate, and evaluate the impact of professional learning on teacher learning, teaching practice and student progress and achievement.</p>
<p>Increasing the impact of your professional learning</p>	<p>If you are delivering, consider the following:</p> <ul style="list-style-type: none"> Carefully select appropriate approaches for evaluating the impact of professional learning on teacher understanding and teaching practice. This could include pre- and post-surveys, annotation of lessons and work samples and agreed observations. Support teaching staff to select and collect a range of relevant evidence about student progress, which aligns to the focus of ongoing professional learning, so they can consistently see the links with improvement. 	<p>If you are sustaining and growing, consider the following:</p> <ul style="list-style-type: none"> Teachers and school leadership teams evaluate and reflect on all professional learning to inform future professional learning directions and models. Drive a culture of high-quality collaborative feedback by developing protocols for analysis of teaching practice student learning (through tasks, student samples etc) to ensure consistently ambitious standards. 	<p>If you are excelling, consider the following:</p> <ul style="list-style-type: none"> Measure the impact of professional learning over time and use the results to inform the school's strategic priorities. Actively engage all teaching staff in the analysis of student need and the identification of evidence-based initiatives that can be introduced to further strengthen professional learning in the school, with a focus on differentiated. Focus on building evaluative capacity of the teaching staff to more effectively understand the connection between, and evaluate the impact of, professional learning on teacher understanding, teaching practice and subsequent student progress and achievement over the medium to long term.