

Professional learning for teachers and school staff



High Impact Professional Learning

The **High Impact Professional Learning model** includes five elements that describe the requirements for an effective cycle of continuous professional learning that is focused on strengthening teaching practice to improve student growth and performance. It applies to all teaching and non-teaching staff with roles inside the classroom.

- 1

Student need drives professional learning

In HIPL-enabled schools, **teachers** use current system, school and classroom data about student growth and performance to identify their own professional learning needs. They use a range of evidence sources to understand where their students are in their learning and reflect on their own capability. **School leaders** use this data to identify and plan for whole school professional learning aligned to school priorities as part of the Strategic Improvement Plan.
- 2

School leadership teams enable professional learning

In HIPL-enabled schools, **school leadership teams** enable professional learning that is based on a shared vision and purpose. They demonstrate commitment to ongoing growth and improvement for all staff as well as students. **School leaders** provide resources, time and structures that enable teachers to learn from and support each other to deepen teaching and learning. They are active participants in professional learning.
- 3

Collaborative and applied professional learning strengthens teaching practice

Research tells us that professional learning best strengthens practice when **teachers** learn and grow collaboratively and when new knowledge and skills are applied in the classroom. In HIPL-enabled schools, **school leaders** create time for regular collaboration and access both internal and external expertise to propel and critically challenge teaching practice. Individual student growth and performance is enhanced as a result of improved teaching practice applied directly in the classroom.
- 4

Professional learning is continuous and coherent

In HIPL-enabled schools, **teachers** engage in a cycle of continuous professional learning focused on student needs, which is seen as a core part of their role. **School leaders** focus on a small number of high value strategies and support teachers to embed new learning into practice with fidelity over the medium to long-term.
- 5

Teachers and school leaders are responsible for the impact on student progress

In HIPL-enabled schools, **teachers** and **school leaders** plan for, articulate, and evaluate the impact of professional learning on student growth and performance. **School leaders** understand the impact of professional learning and use this information to inform the direction of future professional learning at the school level.



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