

**Step 1: Why?****What is the problem you are trying to solve?**

Analyse school and class data and consider:

- What are the student needs you intend to address?
- How do you know?

This step aligns with HIPL Element 1.

**Step 2: What?****What professional learning or Universal Resources could you use to build the professional learning cycle?**

Gather information about the professional learning or resource options and consider:

What are the learning intentions of the professional learning?

- How does this professional learning course or Universal Resource address the identified student needs?
- What is the research or evidence behind this Professional learning or resource?
- How does the professional learning connect to school practices, your school's Strategic Improvement Plan (SIP) and/or Implementation and progress monitoring samples (IPMs), staff PDP goals and strategies, and DoE practices and resources?

This step aligns with HIPL Element 4.

**Step 3: How?****How will the professional learning cycle be implemented?**

Identify key aspects of the implementation cycle, including:

- Who will be involved in the professional learning (which leaders and teachers) - who will lead it, who will participate?
- When will this happen - how much time will need to be allocated to engage in the professional learning process?
- How will collaboration be embedded throughout the professional learning?
- How and when will new learning be applied in the classroom?
- What data will be gathered to identify evidence of impact on student learning?
- How will the professional learning cycle be funded?
- How will learning from the professional learning cycle be shared with other members of staff - who is responsible for sharing, what is the time frame?

This step aligns with HIPL Element 2 and 3.

**Step 4: What was the impact?****How will we know if the professional learning has changed teacher practice and had impact on student progress and achievement?**

Plan for how evidence of impact will be used:

- What criteria will we use to analyse the data? For example:
  - Learning Progressions
  - syllabus outcomes
  - rubrics
- What will we do with our analysis? For example:
  - identify further professional learning to build on this learning or address emerging needs
  - scale the learning to other groups
  - determine if the professional learning goals have been achieved and a new goal identified or prioritised.
- What is the time frame for this process?

This step aligns with HIPL Element 5.

**Evaluation Plan**

What evaluative processes can you use?  
For example: [Logic modelling](#)

What **data sources** are you using?  
For example: Formal assessment data, work samples, observation

**Evaluation Plan**

Connect evaluation to existing processes and systems in the SIP and IPMs and other school systems.

Identify how you will use your findings from this step to inform your inquiry and your evaluation questions.

**Evaluation Plan**

**What data sources and evaluative processes will you use to identify evidence of process quality? For example:**

- surveys/exit slips to gauge how the professional learning was received by participants
- teaching and learning programs or classroom observations to identify if learnings from the PL have been incorporated into practice

**Evaluation Plan**

**What evaluative processes or tools can support this step? For example:**

- Questions, Data, Analysis, Implications (QDAI)
- Turning data into evidence
- Inquiry questions evidence and data types.