School professional learning self-assessment tool

The School professional learning self-assessment tool is an optional support tool designed to help schools to align their practice to the department's Professional Learning for Teachers and School Staff policy.

It supports school leadership teams, teachers and non-teaching staff to drive improved student learning outcomes by interpreting the elements of **High Impact Professional Learning (HIPL)** and the **Principles for building capability.**

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 reflect on whole school processes that support all staff to engage in a cycle of continuous professional learning to strengthen their teaching practice and non-teaching capability in school.

The Professional Learning for Teachers and School Staff policy supports functions and roles in a school environment both in and out of the classroom. It embeds models to support two broad categories of professional learning which are relevant to both teaching and non-teaching staff in schools.
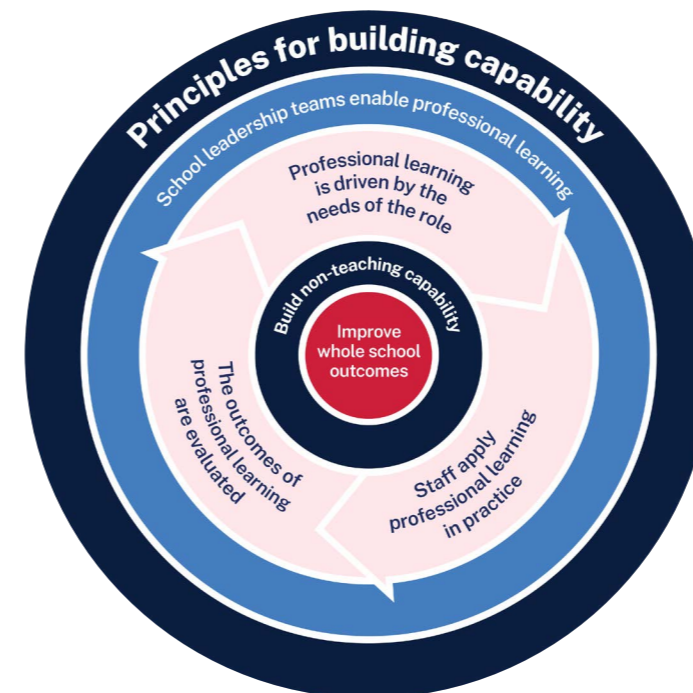

Model: High Impact Professional Learning (HIPL)

Applies when: professional learning is designed to strengthen teaching practice

Focus: improved student progress and achievement

Applies to: teaching staff and non-teaching staff with roles inside the classroom

Model: Principles for building capability

Applies when: professional learning is designed to build non-teaching capability

Focus: school improvement

Applies to: all teaching and non-teaching staff

For more information, or to access the online app, visit the School professional learning self-assessment tool page on the High Impact Professional Learning (HIPL) website. For more information refer to the Professional Learning for Teachers and School Staff policy.

Using the School professional learning self-assessment tool

The tool is designed to be used flexibly to best meet the context of schools. School leaders might:
- use the tool as part of a leadership meeting or planning session and work through one or more aspects together
- allocate a particular aspect to different members of the leadership team to reflect on and share findings together
- work through one or more aspects with faculties or the whole staff in teams to build understanding across the school.

Step-by-step instructions

1. Select a policy aspect and reflect on each of its themes

1. Read the individual descriptors.
2. Consider all existing practices related to professional learning within your school.
3. Determine the statement that best describes current practice/s at your school.
4. Decide where your school's practices sit on balance under each policy aspect (Delivering, Sustaining and Growing, or Excelling).

> Analysing your data and professional knowledge will allow you to identify patterns, potential gaps and priorities and help you frame your next actions. Consider what evidence you have to support your decisions and how this might help you identify next steps.

2. Plan for your approach to professional learning

1. Use the suggestions below each policy aspect (Increasing the impact of your professional learning) to reflect on what your school could do to improve its approach to professional learning.
2. Use the information on the HIPL website to read more about the HIPL model and the Principles for building capability.
3. Select and document appropriate strategies for professional learning that can assist in improving aspects of your school's professional learning practices, aligned to your school's Strategic Improvement Plan.
4. Consider how you will evaluate the impact of your professional learning approach on teacher knowledge and skills, teaching practice and, over time, gain evidence of resultant student learning outcomes.
5. Identify staff, including emerging leaders, to take responsibility for the implementation and evaluation of your approach to professional learning.

> New understandings about the school, its community, and teacher and student learning needs will help inform your strategies to achieve high impact professional learning practice and deepen the impact on student progress and achievement.

3. Develop a professional learning implementation approach

As part of the work so far you will have defined the goals that you are seeking to achieve. It is important that you consider what structural changes will support an improved professional learning environment.

1. Consider how and when you will communicate changes and progress with all staff.
2. Implement the approach, monitor and gather evidence to inform evaluation.

HIPL Element 1: Professional learning is driven by identified student needs

What excellence looks like

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	Teachers use data to understand their students and how they learn, linking this information to professional learning. A whole school strategy systematically identifies student need and this knowledge is used to develop a whole school approach to professional learning.	Teachers use data and note learning trends and patterns within their student groups, carefully planning professional learning to address student needs. 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.	Teachers consistently use a range of system, school and classroom data such as student work samples, formative assessment, student behaviour data and external assessments to inform professional learning needs. 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.
1.2 Apply formative and summative evidence	Formative and/or summative data is analysed by teachers at a system, school and classroom level to inform their own professional learning. Student learning needs are identified across the school and systematically monitored through summative and formative assessment.	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. Professional learning is used to support teachers in addressing student underachievement and driving student progress and achievement.	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. School wide student feedback on the impact of teaching is routinely collected for ongoing evaluation and to inform professional learning needs.
1.3 Underpin professional learning with strong evidence-based research	Teachers determine their personal professional learning needs based on current and relevant evidence-based research on how to strengthen practice according to student need. Teachers test research in the classroom to develop their understanding of how to evaluate impact on student progress.	Teachers routinely conduct research and evaluate relevant evidence-based research in teaching to inform their classroom practice. Teachers use collaborative approaches to test and evaluate the efficacy of evidence-based strategies.	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. A continuous cycle of research and application is embedded in school processes to enable teachers to test, evaluate and refine evidence-based strategies within their school context and in response to student needs.
Increasing the impact of your professional learning	If you are delivering, consider: • reviewing the school's Strategic Improvement Plan to ensure it considers student learning needs when identifying teacher professional learning (1.1) • reviewing systems for planning professional learning to ensure all PL is carefully and strategically planned based on identified learning trends and patterns within student groups (1.1) • establishing processes and routines to utilise current classroom-based formative and summative assessments of student progress to inform professional learning (1.2) • developing systems to ensure that professional learning supports teachers in addressing student underachievement and driving student progress (1.2) • engaging teachers in using and evaluating research to inform their classroom practice (1.3) • providing teachers with time to collaboratively test and evaluate the efficacy of evidence-based strategies in their classroom practice (1.3).	If you are sustaining and growing, consider: • establishing a structured, whole school approach to analysing and using data to understand student progress and achievement (1.1) • using key identified areas of student need as a focus for stage, subject or whole school professional learning (1.1) • developing systems to collate, analyse and apply student progress data at a class, cohort and whole school level to identify and implement targeted professional learning (1.2) • establishing processes and strategies to routinely collect data and feedback on the impact of professional learning to inform ongoing evaluation and future professional learning needs (1.2) • embedding structures and processes that enable teachers to collaborate and explore relevant, evidence-based global, national or local research and apply and test this in their practice (1.3).	If you are excelling, consider: • evaluating and refining strategies to continuously enhance your approach to professional learning, ensuring it is evidence-based and linked to student needs (1.1) • focusing on enriching the whole school professional learning environment to ensure it is creative, compelling and high impact (1.2) • extending your professional learning by collaborating with neighbouring schools in a professional learning community of practice to test, evaluate and refine evidence-based practices across different contexts (1.3).

HIPL Element 2: School leadership teams enable professional learning

What excellence looks like

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
2.1 School developed professional learning plan	Teachers engage with professional learning priorities embedded in the school's Strategic Improvement Plan and the Australian Professional Standards for Teachers. The school leadership team leads the collaborative development of professional learning planning and prioritisation, consistent with the school's Strategic Improvement Plan.	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. The school 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.	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. 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.
2.2 Knowledge sharing and thought leadership is facilitated	Teachers demonstrate currency of content knowledge and evidence-based teaching practice. The school leadership team share evidence-based professional learning, knowledge, and academic research and have established structures and processes that facilitate sharing of evidence-based practice.	Teachers are encouraged to trial and evaluate innovative approaches and strategies and share their learning within the school learning community. The school 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.	The school leadership team maximises growth for all teaching staff through deep engagement with, and sharing of, evidence-based national and global research, supporting high impact approaches. The school leadership team encourages teachers to share their expertise, ensuring individual and collective growth and development. Experts, including teachers, facilitate high impact teaching strategies.
2.3 Establish systems to support continuous and coherent professional learning	Available resources and finances are shared and maximised to benefit teachers. 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.	Teachers work in an effectively resourced environment that provides opportunities to share insights and practices gained from professional learning. 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.	The school leadership team differentiate professional learning in response to 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. The school leadership team monitor and improve the professional learning environment to respond to patterns and trends in student and teacher learning needs. There is a planned approach to using school professional learning resources for maximum impact..
Increasing the impact of your professional learning	If you are delivering, consider: • using staff meetings to build teacher awareness and a shared understanding of how professional learning priorities are linked to the school's Strategic Improvement Plan (2.1) • •implementing strategies to engage teachers in collaborating in the development of the school professional learning plan in line with student needs and the Strategic Improvement Plan (2.1) • structuring professional learning time to enable sharing of learning and expertise by teachers with teams or the whole school (2.2) • establishing systems that encourage teachers to trial and evaluate innovative approaches and strategies and share their learning with the school community (2.2) • developing systems that ensure professional learning of individual teachers is planned and coordinated (2.3) • establishing processes for prioritising and resourcing professional learning that demonstrates measurable growth in student learning (2.3).	If you are sustaining and growing, consider: • establishing systems and processes that empower teachers to take ownership of whole school professional learning and ensure that individual teacher priorities align with whole school priorities (2.1) • developing processes that support implementation of high impact evidence-based approaches and encourage teachers to share expertise (2.2) • utilising teachers as experts to facilitate professional learning in high impact teaching strategies (2.2) • engaging teachers in setting explicit professional learning priorities and collaboratively planning to meet them (2.3)	If you are excelling, consider: • utilising teacher networks, collaborative inquiry and peer coaching to foster collective efficacy and enable authentic teacher leadership of the school professional learning plan (2.1) • strengthening partnerships with other schools to share high impact professional learning approaches and expert teachers and extend professional learning outcomes (2.2) • engaging teachers in setting explicit professional learning priorities and collaboratively planning to meet them (2.3).
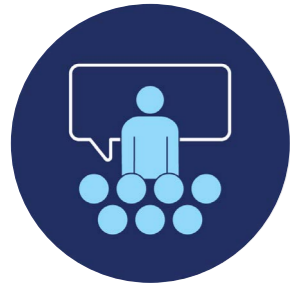
HIPL Element 3: Collaborative and applied professional learning strengthens teaching practice

What excellence looks like

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.

Theme	Delivering	Sustaining and Growing	Excelling
3.1 Create a culture of openness to sharing identified challenges and areas for development	Teacher professional learning is implemented in a culture of high expectation and collaboration. School leadership teams provide routinely scheduled opportunities to share teaching challenges in a supportive environment.	Teachers share problems of practice and challenges, supporting colleagues to identify areas for development and effective strategies as well as addressing their own. Expert teachers share knowledge and skills, tailored to the identified goals for whole school improvement in classroom practice.	Teachers confidently share problems of practice and challenges, identify effective strategies in response to identified areas for development and support other teachers' areas for development as well as addressing their own. 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.
3.2 Foster identification and sharing of expert practice	School leadership teams create opportunities to promote and share teaching expertise and knowledge through professional learning. Knowledge sharing occurs routinely and is recognised as effective professional learning.	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. The school identifies expertise within its teaching staff and draws on this to further develop its professional community and provide leadership opportunities.	All teaching staff are engaged in professional learning through a variety of approaches and strategies to share teaching expertise and knowledge, and effectively apply this in practice. Professional learning is recognised as important collective work of all teachers, with deep collaboration enabling authentic peer review and feedback.
3.3 Collaborate to address identified areas for development related to limited student progress	Areas for development regarding student learning progress are increasingly addressed through teacher collaboration. Identified student underachievement is addressed on an individual basis and through collective problem solving and implementation of identified high impact strategies.	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. Concerns related to student underachievement are openly discussed between teachers, with evident collective problem solving and application.	All teachers invest time to investigate and address areas for development in student learning progress and recognise this as a collective challenge and shared responsibility. Student underachievement is considered collectively and addressed by accessing expertise as part of the school's professional learning approach. Teachers engage in a cycle of continuous professional learning and collectively review, refine and apply changes to teaching practice as part of an iterative process of improvement.
Increasing the impact of your professional learning	If you are delivering, consider: • using language and practices that support collaborative and co-constructed approaches to teaching concerns and challenges (3.1) • developing processes to identify expertise within teaching staff and drawing on this to develop the professional learning community and provide leadership opportunities (3.2) • establishing processes that support collaborative analysis of student data and evidence from a range of sources and using this to implement practices which lead to student progress in the identified areas for development (3.3).	If you are sustaining and growing, consider: • establishing systems to maximise impact of expert teachers in creating a culture where teachers share knowledge, observe each other, ask questions, collaboratively review work samples and challenge each other's perspectives (3.1) • promoting opportunities for all teachers to learn from each other in ways that support scaling of evidence-based practice, identified through appropriate data analysis (3.2) • identifying expert teachers who can generate a culture of collaborative learning by bringing together knowledge from across the school, encouraging collective learning and openness to sharing ideas for further development (3.3).	If you are excelling, consider: • embedding collaboration as a means of achieving excellence in teaching practice through rigorous implementation of research-based approaches to collaborative professional learning (3.1) • extending collaborative strategies to further refine teaching practice to meet student needs through rigorous implementation of evidence-based approaches (3.2) • working 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 (3.3).
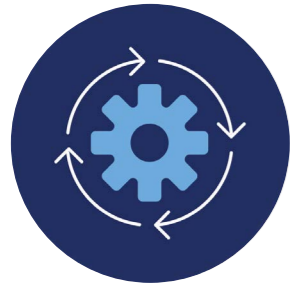
HIPL Element 4: Professional learning is continuous and coherent

What excellence looks like

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.

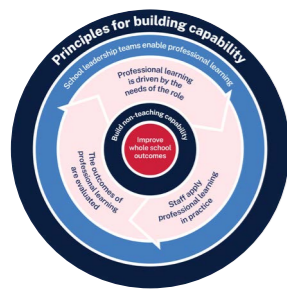| Theme	Delivering	Sustaining and Growing	Excelling
4.1 Establish link between professional learning and individual development	Teacher Performance and Development Plans demonstrate coherence with the Australian Professional Standards for Teachers. The link between goals articulated in individual Performance and Development Plans and professional learning activities undertaken during the year is apparent and consistent.	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. School leadership teams formally review how professional learning activities have contributed toward the achievement of individual and whole school development goals.	Discussions about teacher Performance and Development Plans consider 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. 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.
4.2 Establish link between professional learning and continuous school improvement	The connection between professional learning and the school's Strategic Improvement Plan is recognised by teachers and used to plan for ongoing professional learning. Professional learning is considered an opportunity to deepen individual knowledge and improve alignment to whole school priorities.	Teachers clearly articulate how their ongoing professional learning enables continuous school growth and is aligned to the school's Strategic Improvement Plan. 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.	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. A focus on continuous development is embedded into the school's professional learning approach, underpinned by ongoing analysis of evidence and planning.
4.3 Develop expertise that is sustained over time	There is a recognised need to develop curriculum expertise in the school including subject content, technical competence and other syllabus requirements. Professional learning responds to short term needs or specific or isolated areas of practice, or expertise, to address individual or subject area goals and priorities.	Professional learning accessed or delivered within the school addresses the need for subject matter expertise. 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.	Professional learning focuses on high impact strategies, which are executed with fidelity, to strengthen teaching and learning practice and respond to student need. Professional learning planning and activity is thorough and sustained over time, embedded in the school professional learning environment, focused on high impact strategies which are executed with fidelity over the medium to long-term.
Increasing the impact of your professional learning	If you are delivering, consider: • mapping teacher PDP goals against the school's strategic improvement priorities and plan professional learning which will maximise support for both (4.1) • developing processes for the school leadership team to review school progress against priorities described in the Strategic Improvement Plan using relevant data to determine the ongoing professional learning needs of staff (4.2) • collaborating to identify topics or strategies for ongoing professional learning, aligned to the school's strategic improvement priorities (4.3).	If you are sustaining and growing, consider: • embedding processes within PDP discussions to consider 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 (4.1) • implementing 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 (4.2) • supporting 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 (4.3).	If you are excelling, consider: • sharing practices for aligning the school's professional learning priorities and the professional learning needs identified by teachers in their PDPs with school networks or your community of practice (4.1) • scaling systems and processes that support high impact professional learning to drive further development of refinement in newly identified areas of need to inform student progress and achievement (4.2) • seeking opportunities to partner with universities or other organisations to engage in practice-based research that further develops and deepens teacher capability and practice in response to emerging student need (4.3).

HIPL Element 5:
Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement

What excellence looks like

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
5.1 Foster a culture of individual and shared responsibility for student outcomes	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. The school collects and analyses student progress and achievement data to identify areas for further development.	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. There are formal practices in place to consider the link between professional learning, student needs and classroom practice and to share accountability.	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. 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.
5.2 Measure impact of professional learning on student progress and achievement	Teachers use school-level evaluation measures and techniques to demonstrate the impact of professional learning on student progress and achievement over time. 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.	Teachers actively engage in understanding the impact of professional learning on their teaching practice by tracking student progress and achievement through a range of whole school qualitative and quantitative data and class-based assessment sources. The school effectively plans to use the resource allocation for professional learning to enable teachers to effectively monitor and reflect on student progress and achievement following professional learning.	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. 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.
Increasing the impact of your professional learning	If you are delivering, consider: • establishing systems for supporting teachers to 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 (5.1) • developing strategies to 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 (5.2).	If you are sustaining and growing, consider: • embedding processes for teachers and school leadership teams to evaluate and reflect on all professional learning to inform future professional learning directions and models (5.1) • establishing a culture of high-quality collaborative feedback by developing protocols for analysis of teaching practice and student learning (through tasks, student samples etc) to ensure consistently ambitious standards (5.2).	If you are excelling, consider: • developing systems that engage all teaching staff in the analysis of student need to measure the impact of professional learning over time and identify evidence-based initiatives that can be introduced to further strengthen professional learning to inform the school's strategic priorities (5.1) • focusing 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 (5.2).

Principles for building capability

Principle	Delivering	Sustaining and Growing	Excelling
1. **Professional learning is driven by the needs of the role**	Teaching and non-teaching staff access professional learning to develop knowledge and skills required for their role. Relevant professional learning is captured in Performance and Development Plans. All staff engage in mandatory training to meet legislative and compliance requirements.	Teaching and non-teaching staff engage in professional learning to develop knowledge and skills that enable them to meet the daily and emerging work requirements of their role. Performance goals and areas identified for individual development are embedded into Performance and Development Plans. All staff engage in mandatory training to meet legislative and compliance requirements which are clearly communicated as required.	Teaching and non-teaching staff have a clear understanding of their roles and whole school responsibilities. There is a clear connection between planned professional learning, whole school goals and objectives and the daily and emerging work requirements of all staff. Performance requirements are regularly discussed and identified areas for individual development are embedded into Performance and Development Plans. The school regularly monitors staff mandatory training and compliance records using departmental systems to ensure legislative and compliance requirements are current.
2. **Leadership teams enable professional learning**	School leadership teams ensure teaching and non-teaching staff identify and engage in professional learning as needed. School leadership teams ensure all staff are provided with time to develop the knowledge and skills required to meet roles and responsibilities.	School leadership teams recognise and value the range of functions performed by teaching and non-teaching staff. They support staff to identify and engage in relevant professional learning School leadership teams recognise and value the range of functions performed by teaching and non-teaching staff and provide time for staff to develop the knowledge and skills required to meet these roles and responsibilities.	School leadership teams play a key role in establishing a shared vision of school excellence and a culture of continuous learning for all staff. They actively build high performing, skilled and inter-disciplinary teams of teaching and non-teaching staff focused on providing quality services to support whole school functions. Leaders value professional learning and establish clear expectations and equitable processes to ensure all staff have time for, and access to, high quality professional learning that builds non-teaching capability, is aligned to school improvement initiatives and individual performance and development priorities.
3. **Staff are supported to apply professional learning in practice**	Through engagement in professional learning, teaching and non-teaching staff apply newly acquired knowledge and skills to their own practice and capture this as part of the PDP process.	Following engagement in professional learning, teaching and non-teaching staff apply newly acquired knowledge and skills to their own practice. They capture this as part of the PDP process and share new learnings with colleagues as appropriate.	There is an expectation that through ongoing engagement in professional learning, teaching and non-teaching staff apply newly acquired knowledge and skills to their own practice, and capture this as part of the PDP process. Processes are in place to share new learnings with colleagues with a focus on building the capability of others.
4. **The outcomes of professional learning are evaluated**	Teaching and non-teaching staff reflect on and evaluate the impact of professional learning on their individual capability and growth.	Teaching and non-teaching staff reflect on and evaluate the impact of professional learning on their individual capability and growth and use this to guide the next stage of their professional learning.	A consistent and structured approach is embedded to identify, demonstrate, and evaluate the impact of professional learning on the capability and individual growth of teaching and non-teaching staff when meeting their whole-school roles and responsibilities. This includes processes for monitoring/tracking the impact of sharing expertise and engagement. Where appropriate, evaluation of the impact of professional learning is used to measure school success over the short to long-term. This may include progress against the school's Strategic Improvement Plan, school improvement initiatives, procedures, services, and outcomes for students and their families.
Increasing the impact of your professional learning	If you are delivering, consider: • identifying skills required for specific roles and audit individual needs (1) • establishing systems and processes that explicitly identify and value the range of functions of teaching and non-teaching staff and ensure professional learning is aligned to the strategic directions of the school (2) • setting up processes that enable new skills and knowledge to be applied in practice and ensure an appropriate balance between on-the-job experience, interaction with others and formal professional learning (3) • establishing systems to support staff in reflecting on professional learning and determining if it has led to improved department or whole school processes (4).	If you are sustaining and growing, consider: • encouraging all staff to use MyPL to identify courses that build role specific capabilities (1) • auditing skill sets within existing staff to establish currency of workplace skills and knowledge and identify high quality professional learning to build non-teaching capability (2) • establishing processes to enable planned opportunities for teaching and non-teaching staff to share their new skills and knowledge with colleagues (3) • developing strategies to identify baseline data that can be used to evaluate the impact of professional learning on whole school processes (4).	If you are excelling, consider: • explicitly connecting differentiated PL to PDP goals to ensure maximum impact (1) • aligning PDP goals with the policies, aims and strategic directions of the department and the school's Strategic Improvement Plan (2) • connecting with local communities of schools, associations or groups to share expertise across these networks (3) • ensuring all staff are actively engaged in the evaluation of professional learning and their own practices, using the school's Strategic Improvement Plan, procedures, services and outcomes for students and families (4).