

# My commitment to professional development

## Professional development opportunities

Besides your school and region, there are many places that you can go to access professional development (PD). The department advertises PD through the:

- Professional Development Bulletins
  - The bulletins provide information on a range of professional development opportunities available for all employees.  
These bulletins feature professional development managed or supported by Central Office business units and regions, or delivered by professional associations, universities and other government agencies.
  - Links to the Professional Development Bulletins are published in the Schools Update and distributed throughout Central Office and regional offices.

Visit [www.education.qld.gov.au/staff/development/news/index.html](http://www.education.qld.gov.au/staff/development/news/index.html)

- Professional Development Calendar
  - This is a regular schedule of upcoming professional development events to support individual, team and school or work unit planning. While an abbreviated version of the Professional Development Calendar is available in *Education Views*, the extended version provides regularly updated information as it becomes available. Visit [www.education.qld.gov.au/staff/development/calendar/index.html](http://www.education.qld.gov.au/staff/development/calendar/index.html)

There are also external providers that offer PD to help support you in your career. Some of them are:

- Queensland Studies Authority at [www.qsa.qld.edu.au/events.html](http://www.qsa.qld.edu.au/events.html) which provides workshops to help schools implement P–12 syllabuses and assessment and reporting guidelines
- other professional associations such as Beginning and Establishing Teachers' Association. See the association's website at [www.beta.asn.au](http://www.beta.asn.au)

## Types of professional development

Professional development comes in many different formats. The following list, which is not exhaustive, outlines some types of professional development you may attend:

- professional conversations and reflection with peers
- action learning
- study groups
- case discussions
- work shadowing
- coaching and mentoring
- peer observation
- in-house programs
- online learning
- external workshops
- internal workshops
- excursions and site visits
- accredited courses
- relieving in higher duties
- professional reading
- professional learning teams
- dialogue with critical friends
- external consultants.

### Continuing professional development

The Queensland College of Teachers (QCT) recognises that the wide range of professional development activities in which teachers regularly engage contributes to their ongoing learning and growth in relation to the *Professional Standards for Queensland Teachers*.

Once you are fully registered, you will engage in professional development to meet the requirements of the QCT's Continuing Professional Development (CPD) Framework. You will develop an individual professional development plan as part of your *Developing Performance Framework* (DPF) conversations. The Professional Standards provide you with a platform to reflect on your professional practice. Using the Professional Standards as a guide for your developing performance conversations enables you to identify and discuss your strengths and areas for improvement. This will then provide you and your supervisor with the information needed to identify your professional development needs, so that you are supported to work towards the achievement of your identified goals.

Keeping detailed records of your professional development is important in order to meet the CPD requirements and to support your teacher registration with the QCT. The QCT also has an online recording tool for teachers to record their professional development – this is accessed by logging on through 'On-line services' on the QCT website at [www.qct.edu.au](http://www.qct.edu.au)

### Using the *Developing Performance Framework*

The *Developing Performance Framework* (DPF) provides a process through which teachers model the value of lifelong learning and commitment to continued development of their performance. Each school will have a plan for implementation of the DPF.

The framework offers a flexible and collaborative process, as well as tools and resources that enable you to engage in a meaningful developing performance conversation with your team leader to:

- clarify work priorities so you understand what is expected of you in your role
- discuss yourself and your career aspirations
- plan support and professional development to build on your capabilities.

When implemented well, the DPF process fosters a culture where open dialogue about performance is not only accepted, but embraced.

The DPF is designed to be used alongside resources such as the QCT *Professional Standards for Queensland Teachers*, the EQ *Professional Standards for Teachers* and the *Smart Classrooms Professional Development Framework*. The DPF is what governs your developing performance conversations. The *Professional Standards for Teachers* can be used to guide developing performance conversations. Reflection against these standards help you to better understand the skills and knowledge you already have as an effective teacher, as well as those capabilities you need to develop to be the best teacher you can possibly be.

The *Developing Performance Framework* is a four-phase process. All of the phases are important, as they provide the structure for your ongoing developing performance conversations.

# My commitment to professional development

## Phase 1: Clarifying work expectations and work focus

- What are the key work priorities for my school, teaching area and teaching team in the coming work period? What contribution will I make through my key work tasks?
- What do I expect of myself? What do others expect of me?
- What capabilities do I have? What capabilities will I need to develop to successfully perform in my role?
- What are my career aspirations? What goals will I set to achieve these goals?
- What support or professional development do I need to build my capabilities to meet these expectations, undertake key work tasks and achieve my career goals?

## Phase 2: Reaching an agreement – either verbal or written

- What are my key work tasks?
- What are my career goals?
- What support and professional development will I undertake to develop my capabilities, so I can complete key work tasks and work towards my career goals?

## Phase 3: Performing and ongoing support

- How am I progressing with my key work tasks and my career goals?
- How are my capabilities developing as a result of the support and professional development I am accessing?
- How am I, my team leaders and other members of my team supporting one another by giving and receiving feedback and providing progress updates on our work?
- How do I deal with new or competing issues or priorities? How am I supported to do this by my team leader and other team members?

## Phase 4: Reviewing and improving performance

- What key work tasks have I completed successfully? What progress have I made toward career aspirations?
- What capabilities have I developed and how can I build on this? What are my areas for further improvement?
- What support and professional development do I need to continue to develop my performance?
- What can I do if I regularly fail to meet performance expectations?

To access a range of tools and resources to support Education Queensland state school teachers, visit the Developing Performance website [www.education.qld.gov.au/staff/development/performance](http://www.education.qld.gov.au/staff/development/performance)

## *Queensland College of Teachers Professional Standards for Queensland Teachers outline*

The Queensland College of Teachers *Professional Standards for Queensland Teachers* outlines the capabilities of teachers across 10 standards:

1. Design and implement engaging and flexible learning experiences for individuals and groups.
2. Design and implement learning experiences that develop language, literacy and numeracy.
3. Design and implement intellectually challenging learning experiences.
4. Design and implement learning experiences that value diversity.
5. Assess and report constructively on student learning.
6. Support personal development and participation in society.
7. Create and maintain safe and supportive learning environments.
8. Foster positive and productive relationships with families and the community.
9. Contribute effectively to professional teams.
10. Commit to reflective practice and professional renewal.

For a complete copy of this document, visit [www.qct.edu.au](http://www.qct.edu.au)

### Smart Classrooms Professional Development Framework

The *Smart Classrooms* Professional Development Framework is a key component of the Department of Education and Training's ongoing commitment to assist teachers to make information and communication technology (ICT) integral to learning. Teachers and principals can use the framework as a guide for planning enhanced professional development.

The framework acknowledges that information and communication technology can support, enhance, enable and transform teaching and learning in all subject areas and phases of learning. It promotes using effective pedagogies to transform the design and delivery of curriculum and to improve learning outcomes for students. This represents a significant shift away from information and communication skills training for teachers to a clear set of expectations to make it integral to learning.

The framework consists of three levels.

- **ICT Certificate** provides a base level for teacher ICT use. This includes some core skills, knowledge and abilities, as well as ICT in a pedagogical context.
- **Digital Pedagogy Licence** is for teachers who effectively integrate ICT into teaching and learning.
- **Digital Pedagogy Licence Advanced** acknowledges teachers who make ICT integral to teaching and learning, and demonstrate leadership of this within the school.

### Gaining accreditation

It is anticipated that most beginning teachers will have attained the ICT Certificate as part of their university studies. The ICT Certificate should be seen as a stepping stone towards accreditation with the ICT Pedagogical Licence; therefore, beginning teachers are encouraged to work towards accreditation with the licence.

Accreditation with the levels of the framework is through a portfolio process, where teachers compile digital portfolios that demonstrate how their practices meet the expectations of each level of the framework.

To find out more, visit [www.education.qld.gov.au/smartclassrooms/strategy/tsdev\\_pd.html](http://www.education.qld.gov.au/smartclassrooms/strategy/tsdev_pd.html)