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Standards for professional development



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Introducing the standards

The *Standards for professional development* (the standards) are intended to support the planning, development and delivery of quality professional development across the Department of Education and Training (DET). In this way, they will help all employees to advance school, TAFE institute or work-unit performance, and contribute to preparing individuals for work or life in the 21st century.

First published in 1998, the standards have been revised to reflect current approaches to adult learning. These approaches:

- recognise that learning occurs over time and is best when it is experiential and embedded in workplace practices
- emphasise personal growth, collaborative learning, cross-cultural training, timeliness, inclusiveness and relevance
- cater for the variety of workplace contexts across the department.

The standards affirm the department's commitment to the professional growth and learning of all employees, and to valuing and respecting their professionalism, contribution and aspirations. Professional development is a key aspect of performance development, articulated in the *Developing Performance Framework* and *Performance Planning and Management — Best Practice Guide*.

The standards are intended to help the organisers of professional development in schools, TAFE institutes, regions and business units to create safe, healthy learning environments where individuality is valued, recognised and utilised. They can be used to:

- guide the planning and design of professional development in the workplace
- guide the choice of quality professional development from internal sources or external providers such as professional associations and universities
- assess the value of professional development services
- brief external providers of professional development services who are developing and delivering services tailored to suit a team's specific needs
- evaluate the services that external providers of professional development market directly to the workplace.

The standards align with the *QPS Capability and Leadership Framework*, which is designed to help Queensland public sector employees identify the capabilities they should have at their existing level and those they can develop for the next level as they move forward on their career paths. They are also linked with department's

Professional Development Agenda, capabilities frameworks, annual operational plans, work-unit plans, and individual developing performance agreements and performance plans.

Moreover, the standards align with the Workforce Diversity and Equity Strategic Plan and can be used to ensure the compliance of programs offered by both internal and external providers.

By using the standards, organisers of professional development can ensure that employees have access to the learning they need to support both current and future priorities and goals, and help to build a high-performing, futures-oriented workplace. The standards will be a valuable professional development planning tool to support teachers to meet the Queensland College of Teachers Continuing Professional Development requirements for re-registration.

Standards at a glance

- **Alignment:** Professional development is aligned with departmental policies, frameworks and other regulatory requirements, and with school, TAFE institute or work-unit plans for individual capability growth.
- **Evidence base:** Professional development content has an evidence base of current research, needs, issues and challenges.
- **Flexible learning environments:** Professional development occurs in learning environments that reflect research about how, when and where adults learn, and are suited to the needs of participants.
- **Context of content:** Professional development content is relevant to the needs and context of participants.
- **Active learning processes:** Professional development facilitators use a variety of active learning strategies to engage participants, enhance learning and address learning goals.
- **Communication*:** Professional development benefits, opportunities and resources are marketed in an engaging, clear, inclusive and timely way, which is accessible to all relevant employees.
- **Evaluation of outcomes:** Professional development is evaluated based on participants' experience, a review of the process and organisation, and application of learning in the workplace.

In the following pages, these standards are organised into a table showing four phases and accompanied by a checklist of performance indicators. This represents a best practice approach to designing a professional development program.

A more concise version of this table, the Professional Development Planning Tool, along with other useful tools for organisers of professional development, can be found in on page 5 of this document or downloaded from: <http://education.qld.gov.au/staff/development/standards/provision.html>

*Booking material must contain a privacy statement that clearly indicates the department's obligations under the state government's *Information Privacy Act 2009*. A sample statement is:

The Department of Education and Training (the department) is collecting your personal information on this form to process and manage your registration for participation in the [insert title of event]. The department is subject to the *Information Privacy Act 2009*, which governs the collection, storage, maintenance, access, use and disclosure of personal information held by state government agencies. For further information regarding the privacy practices of the department, please consult the department's website at <http://education.qld.gov.au/information/privacy/plan/>.

Standards for professional development

Phase 1: Developing the plan

Standard		Design performance indicators
Alignment	Professional development is aligned with departmental strategic plans, policies, frameworks and other regulatory requirements, and with school, TAFE institute or work-unit plans for individual capability growth.	<p>Professional development is clearly linked to:</p> <ul style="list-style-type: none"> • federal government priorities for Education and Training • departmental strategic plan priorities and time lines, and identified regional, team and individual priorities and time lines • employee capability data • Queensland College of Teachers re-registration requirements (teachers and school leaders receive a certificate — see template on pages 8–9) • regulatory frameworks, including the Workforce Diversity and Equity Strategic Plan • capability and standards frameworks, including the <i>QPS Capability and Leadership Framework</i> • curriculum frameworks • the time frame for meeting the needs of the participants • available financial and human resources. <p>Professional development demonstrates:</p> <ul style="list-style-type: none"> • clearly defined goals • a clear purpose of raising awareness, enhancing current practice, encouraging innovative practices, and/or rewarding and recognising effective practices • respect for the diverse cultures, experiences, knowledge and abilities of participants • sponsorship by senior management and relevant organisations.
Evidence base	Professional development content has an evidence base of current research, needs, issues and challenges.	<p>Professional development has an evidence base of:</p> <ul style="list-style-type: none"> • research from relevant fields that challenges thinking and practice through a futures orientation • current effective practice and demonstrated best practice • systemic, regional and workplace student data • participant data, including a comprehensive evaluation of the program or activity, to support future planning and reporting.
Flexible learning environments	Professional development occurs in learning environments that reflect research about how, when and where adults learn, and that are suited to the needs of the participants.	<p>Professional development makes effective use of face-to-face, online and blended learning environments to:</p> <ul style="list-style-type: none"> • make reasonable adjustment for the diverse culture, knowledge, experience, and ability of participants, (see the checklist on page 6) • overcome challenges of time and place • enhance personalised learning • foster collaborative learning communities • engender safe and supportive learning environments.

Phase 2: Focusing on facilitation

Standard		Facilitation performance indicators
Context of content	Professional development content is relevant to the needs and context of participants.	Facilitators of professional development: <ul style="list-style-type: none"> • explain theories behind content and connect these with practice • tailor content to suit the existing capabilities, level of expertise and workplace setting of participants • provide research-based strategies or work practices • deepen participants' content knowledge • provide content that is inclusive and respectful in its language, tone and presentation, and appropriate to its audience.
Active learning processes	Professional development facilitators use a variety of active learning strategies to engage participants, enhance learning and address learning goals.	Facilitators of professional development: <ul style="list-style-type: none"> • connect participants with a shared vision • develop goals for learning • vary participation modes to take account of different learning styles • make arrangements for participants with disabilities (see page 6) • encourage sharing with others and hearing other stories from the field • use explicit strategies to support participants to reflect critically on their learning • include strategies to foster understanding, inquiry and collaboration • include minimal presentation time (20%) and maximum individual reflection, group dialogue, hands-on activity and whole-group discussion (80%) • enable participants to network and build relationships • build self-knowledge and capabilities • provide access to support materials • create an expectation of individual responsibility and commitment to development.

Phase 3: Communicating opportunities

Standard		Communication performance indicators
Communication	Professional development benefits, opportunities and resources are marketed in an engaging, clear, inclusive and timely way, which is accessible to all relevant employees.	Communication about professional development: <ul style="list-style-type: none"> • includes the benefits to the individual and relevance of learning intentions to the workplace • is advertised well in advance • includes questions in the booking material about dietary needs and/or special requirements (e.g. increased font size of print materials for people with visual impairment—see checklist on page 6) • links to university credit (e.g. Professional Development Pathways), Australian Quality Training Framework qualifications, and the Continuing Professional Development Framework (Queensland College of Teachers). • includes a privacy statement* (*see page 2) that clearly indicates the department's obligations under the <i>Information Privacy Act 2009</i>.

Phase 4: Evaluating outcomes

Standard		Evaluation performance indicators
Evaluating outcomes	Professional development is evaluated based on participants' experience, a review of the process and organisation, and application of learning in the workplace.	Participants' learning is reviewed at the end of the program by collecting information from them about, for example: <ul style="list-style-type: none"> • impact on capabilities • appropriate learning processes used by the facilitator • facilitator performance • communication methods used • potential and actual impact of new learning on work environment Facilitators self-reflect on: <ul style="list-style-type: none"> • information to guide improvement and demonstrate impact • participants' reactions to the professional development experience • feedback that informs continuous improvement. Necessary adjustments are made based on feedback.

Professional development planning tool

Alignment	Notes
<p>How does the professional development program align with:</p> <ul style="list-style-type: none"> the organisation's professional development program goals and targets in school, TAFE institutes and work-unit plans other regulatory requirements (e.g. Queensland College of Teachers Continuing Professional Development Framework and Australian Quality Training Framework requirements) plans for the capability growth of individuals? 	
Evidence base	
<p>Does the professional development program have an evidence base linked to:</p> <ul style="list-style-type: none"> current local school, TAFE institutes, or work-unit needs, including an ongoing, comprehensive evaluation of the program effective current practice and contemporary research a futures focus? 	
Flexible learning environments	
<p>(See check list) on page 6) Does the professional development program offer a variety of delivery modes (e.g. face-to-face, online and blended learning environments) to extend learning opportunities, meet diverse needs, and overcome challenges of time and place?</p>	
<p>Has reasonable adjustment been made to ensure all employees, including those from non-English speaking backgrounds and those who have a disability (temporary or permanent) are able to participate in the professional development program?</p>	
Context of the content	
<p>Is the professional development designed to extend participants' knowledge and skills, and cater for individual needs? Is the course material inclusive in its language, tone and presentation, and appropriate to its audience?</p>	
Active learning processes	
<p>Do the professional development facilitators use a variety of active learning strategies that may include:</p> <ul style="list-style-type: none"> self-reflection and collaborative discussion a balance between facilitation, coaching and presentation? 	
Communicating opportunities	
<p>(See checklist on page 6) Does the advertising material include information on alignment, expected outcomes, availability and access to resources, ongoing support and catering for diverse needs, including those of people with a disability?</p>	
<p>Does the booking material include a privacy statement* that clearly indicates the department's obligations under the <i>Information Privacy Act 2009</i></p>	
Evaluating outcomes (for school, TAFE institute or work-unit team leaders)	
<p>How will the benefits of participation be evaluated to inform future planning and alignment to school, TAFE institute or work unit plans? Consider:</p> <ul style="list-style-type: none"> participants' initial reactions at the end of the professional development program participants' application of learning in the workplace. 	

Checklist for making reasonable adjustment to professional development programs for people with a disability

Flexible learning environments	Notes
<ul style="list-style-type: none"> • Does the venue have access for people in wheel chairs? • Does the route for wheel chairs remain unobstructed throughout the day? • Does the layout of the corridors into the training rooms allow enough room for a wheelchair to manoeuvre? • Are the lifts wide enough to take full-size electric wheelchairs? • Is the toilet for people with a disability located near the training room and on the same level? • Does the venue have specific parking available for anyone with a disability or temporary impairment? • Is there an induction loop for people with hearing disabilities? 	
Facilitation	
<ul style="list-style-type: none"> • Is there a need to employ Auslan interpreters to meet the needs of people with a hearing disability? • Is there a need to prepare special print materials with an enlarged font size to cater for participants with a visual impairment or provide electronic versions of print materials to allow other adaptive aids to be used? 	
Communication	
<ul style="list-style-type: none"> • Does booking material include questions about any special or dietary requirements? • Does booking material include information about wheel chair access and parking spaces for people with a disability? • Has the booking material been prepared far enough in advance to allow for Auslan interpreters to be employed if needed? 	

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Certificate of Participation

Name of program/event*

This certificate acknowledges that

on **Date(s)***

Name

completed a **_ hour*** professional development **workshop/event*** that included:

Either: insert description of up to three types of activities or use checklist located on the back of the certificate and state: *For details see list on certificate reverse.*

Leave space for signature*

Name of signatory*

Position title*

Business unit*

Facilitator/provider's name*

Education Queensland's *Professional Standards for Teachers* provides a strong definition of and a key reference point for the work of teachers in planning, delivering and reflecting on quality educational experiences. The following standards were most prominently addressed in the program: *(insert numerical references)*



Continuing Professional Development activities incorporated into this event: *(Change as required)*

- Active involvement in workshop/course/seminar/conference
- Presentation to colleagues on classroom practices, research findings or contemporary issues in education
- Educational research/action research project
- Active contribution to system initiatives, pilots, trials, projects
- Formal short course/online course relevant to teaching context
- Establishing/coordinating learning circle/study or discussion group
- Structured networking with teachers across schools
- Other (please specify) _____

Notes

**All red text must either be substituted or deleted prior to printing certificates. Text colour is dark teal.*

*The appropriate Professional Standards for Teachers **must** be listed numerically where indicated at the bottom of the certificate and the following list included on the reverse of the certificate:*

Education Queensland's Professional Standards for Teachers

1. Structure flexible and innovative learning experiences for individuals and groups
2. Contribute to language, literacy and numeracy development
3. Construct intellectually challenging learning experiences
4. Construct relevant learning experiences that connect with the world beyond school
5. Construct inclusive and participatory learning experiences
6. Integrate information and communication technologies to enhance student learning
7. Assess and report on student learning
8. Support the social development and participation of young people
9. Create safe and supportive learning environments
10. Build relationships with the wider community
11. Contribute to professional teams
12. Commit to professional practice

Reference list

Frameworks, standards and capability documents

- Australian Quality Training Framework 2007, viewed on 29 April 2009, www.training.com.au/portal/site/public/menuitem.91cdbaeb7a2bcoe2cd9ae78617a62dbc/
- DETA, *Leadership Matters*, viewed on 2 July 2009, <http://education.qld.gov.au/staff/development/docs/leadershipmatterspdf.pdf>
- DET 2009, *Professional Development Pathways*, viewed 29 April 2009, <http://education.qld.gov.au/staff/development/employee/teachers/pathways.html>
- DETA 2007, *Developing Performance Framework*, viewed 1 June 2009, http://education.qld.gov.au/staff/development/performance/pdfs/pp_dpfp_overview_document.pdf
- DETA 2007, *Performance Planning and Management — Best Practice Guide*, viewed 17 August 2009, http://education.qld.gov.au/staff/development/pdfs/ppm_best_practice_guide.pdf
- DETA 2005, *Professional Standards for Teachers*, viewed 1 June 2009, <http://education.qld.gov.au/staff/development/pdfs/profstandards.pdf>
- DETA 2006, *Workforce Diversity and Equity Framework for Action 2006–2008*, viewed 29 April 2009, <http://education.qld.gov.au/workforce/diversity/equity/pdfs/wde-framework-2006-2008.pdf>
- Public Service Commission 2008, *QPS Capability and Leadership Framework*, Queensland Government, Brisbane, viewed 2 July 2009, www.psc.qld.gov.au/library/document/catalogue/leadership-capability/capability-leadership-frame/capability-leadership-entire.pdf
- Queensland College of Teachers 2008, *Continuing Professional Development Framework*, viewed 29 April 2009, www.qct.edu.au/PDF/PSU/CPDFramework20081212.pdf

Useful readings and resources

- Dalton, J 2008, *Professional learning online tool*, viewed 28 April, 2009, www.plotpd.com/home.htm
- DETA 2004, *Leading and managing professional development*, viewed 27 April 2009, www.learningplace.com.au/ea/agqtp/leading
- Fullan, M, Cuttress, C and Kilcher, A 2005, *Eight forces for leaders of change*, *JSD*, vol. 26, No 4, pp. 54–56.
- Garmston, R and Wellman, B 2008, *The adaptive school—a source book for developing collaborative groups*, Christopher-Gordon Publishers, New York.
- Guskey, T 2000, *Evaluating professional development*, Thousand Oaks, Corwin Press, California.
- Knowles, M 1970, *The adult learner: a neglected species*, Gulf Publishing, Houston.
- Lloyd, M, Cochrane, J & Beames, S 2005, 'Dynamic not static: Characteristics of effective teacher professional development in ICT'. In *Proceedings AARE '05: Education research—creative dissent: constructive solutions*, Parramatta, New South Wales, viewed 28 April 2009, <http://eprints.qut.edu.au/archive/00003554/>
- Sample attendance sheet and evaluation surveys can be downloaded from: <http://education.qld.gov.au/staff/development/standards/provision.html>

Further information about professional development opportunities is available in the department's *Professional development catalogue* and also through regular bulletins and calendars available from the Professional Development website, at <http://education.qld.gov.au/staff/development/>