**Developing a professional learning plan for a team**

Planning for the professional learning needs of a group of staff members requires a commitment to quality and team improvement. A well-developed plan can help you and your team identify and achieve both long- and short-term goals of the service. It can also highlight how the improved knowledge, skills and practice benefit individuals and teams as well as the children and families you work with.

# The process

There are many ways to build a professional learning plan for your service, school, scheme or a group of services. Here are a series of suggestions to manage the planning process:

* Have a discussion with the whole team on learning priorities related to your Quality Improvement Plan (QIP) (Attachment 1).
* Ask staff members to complete a skills audit or individual development plan (this could be part of the annual appraisal) to help them identify their area(s) of need (Attachment 2).
* Identify a series of goals (we recommend between 3 and 5) for the service to focus on.
* For each goal, develop a plan that includes an intention and details about the participants, resources, budget, timeframe and implementation steps.
* Periodically evaluate your progress towards the plan.

Diagrammatically this could be presented in many ways:





# Professional learning plan 2021

**Service/School/Scheme: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Leader responsible: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Before identifying your professional learning goals and activities, you might want to ask members of your team to complete an audit of their individual skills (Attachment 2) and participate in a whole-of-team discussion on learning priorities related to your QIP.*

## Current priorities (from QIP):

Based on these priorities, identify the goals for yourself, your organisation/scheme/service, this will help inform the professional learning priorities.

## Goal 1

|  |
| --- |
|  |

## Goal 2

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| --- |
|  |

## Goal 3

|  |
| --- |
|  |

After identifying your goals, build a plan that includes an intention and details about the participants, professional learning resources, timeframe, budget (for the service to pay) and implementation steps.

| Goal 1:  |
| --- |
| Learning intentions | **Participants identified** | **Professional learning resources/opportunities** | **Timeframe** | **Budget**  | **Implementation plan**  |
| *This is a brief description of the intended learning outcome. SMART[[1]](#footnote-1) goals may assist you.*  |  |  |  |  |  |
| Progress and review |  |

| Goal 2:  |
| --- |
| Learning intentions | **Participants identified** | **Professional learning resources/opportunities** | **Timeframe** | **Budget**  | **Implementation plan**  |
|  |  |  |  |  |  |
| Progress and review |  |

| Goal 3:  |
| --- |
| Learning intentions | **Participants identified** | **Professional learning resources/opportunities** | **Timeframe** | **Budget**  | **Implementation plan**  |
|  |  |  |  |  |  |
| Progress and review |  |

*Copy and add more tables if you have more than 3 goals, but we recommend keeping your plan to a manageable number of goals (no more than 6).*

## After completing the professional learning, evaluate your experiences.

## Evaluation

(To be filled after completing professional learning. Add rows as needed)

|  |  |  |  |
| --- | --- | --- | --- |
| Educator feedback and commentary  | Changes in practice or performance  | Estimated hours of learning | Estimated investment in professional learning |
|  |  |  |  |

## At the end of the year, reflect on the top professional learning topics/courses/modules you have completed. You could do this together as a service team, room team or even as an individual.

## Evaluation

(To be completed at the end of the year)

| Top 3 Professional Learning topics/courses/modules completed this year…. |
| --- |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| Reflections  |
|  |

# Attachment 1: Team-level professional learning priorities

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Contextual documents  | Skills we need to strengthen ….  | How might we do that …  | Training/resources available…  |
| Service philosophy  |  |  |  |
| Quality Improvement Plan priorities relevant to staff development |  |  |  |
|  |  |  |
|  |  |  |
| Reconciliation Action Plan commitments  |  |  |  |
| Team/Room performance  |  |  |  |
| Suggestions or needs based on assessment and ratings report |  |  |  |
| Other (please describe)  |  |  |  |

# Attachment 2: Audit of individual skills

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Role: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Areas of practice  | Current strengths and skills | Areas I want to develop further |
| NQS Quality Area 1: Educational program and practice/Curriculum areas |  |  |
| NQS Quality Area 2: Children’s health and safety/Nutrition/Physical activity  |  |  |
| NQS Quality Area 3: Physical environment/Outdoor learning/Risky play  |  |  |
| NQS Quality Area 4: Staffing arrangements/Code of Ethics |  |  |
| NQS Quality Area 5: Relationships with children/disability and additional needs/ trauma-informed practice  |  |  |
| NQS Quality Area 6: Collaborative partnership with families and communities/Reconciliation/Cultural inclusion  |  |  |
| NQS Quality Area 7: Leadership and service management/Professional conversations  |  |  |
| Other (please describe):  |  |  |

**Do you want to upgrade your qualifications? YES / NO / UNSURE**

## Service-level budget development

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Role | Est. no. of employees  | On-boarding induction/ orientation | Compliance training | Whole-of-team development  | Individual development  |
| Service leader/ Director/Educational leader |  |  |  |  |  |
| Room leaders/ Curriculum specialists  |  |  |  |  |  |
| Experienced teachers and educators  |  |  |  |  |  |
| New career teachers/educators  |  |  |  |  |  |
| Cook/Kitchen  |  |  |  |  |  |
| Admin/Finance  |  |  |  |  |  |
| Inclusion support  |  |  |  |  |  |
| Other  |  |  |  |  |  |
|  |  |  |  |  |

1. SMART goals are: Specific, Measurable, Achievable, Relevant and Time-specific. [↑](#footnote-ref-1)