



Professional Learning

Under the *Australian Education Act 2013* (Cth.), schools are required to provide access to ongoing professional development consistent with the *Australian Charter for the Professional Learning of Teachers and School Leaders*.

The discussion/reflection questions below should assist schools with this provision.

Provision

- Do all staff have access to professional learning?
- What is in the budget allocation for professional learning? How is this budget distributed?
- How do staff access professional learning? What level of staff responsibility is combined with transparent and targeted access?
- What is the balance between internal and external professional learning opportunities?

Structures

- What leadership support is given for professional learning?
- Are there structures in the school to allow for collaboration in terms of explicit planning and allocation of time?
- How is the professional learning that staff undertakes evaluated?
- Which structures in the school promote informal professional dialogue?
- Is there any opportunity for peer observation in your school?
- Where are the opportunities for staff to reflect on their practice?
- Are there any collaborative or individual action-research projects taking place in the school?
- Are the professional learning opportunities:
 - relevant (how do you know)?
 - collaborative?
 - future-focused (develops teachers as researchers)?
 - enabling staff to reflect, question and improve practice?
- Is the professional learning based on current research?
- Is the professional learning helping to find new solutions to persistent issues?
- Is the professional learning differentiated for staff with different experiences, strengths, and knowledge and career stage?
- How does your professional learning support and promote innovation?

For further information on the Australian Charter for the Professional Learning of Teachers and School Leaders, visit the [AITSL website](#).