Quality Professional Learning Framework

30 November 2016
PL Title: 
Location of PL (e.g. state, within school; conference; etc.): 
Intended date of PL: 

Description

1. **Shared purpose**

<table>
<thead>
<tr>
<th>Focus (please tick one response to each statement)</th>
<th>SD</th>
<th>D</th>
<th>Undec</th>
<th>A</th>
<th>SA</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The purpose of the PL is clearly stated in the promotional materials</td>
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<td>1.2 The purpose of the PL aligns with the priorities that have been identified</td>
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<td>1.3 The PL clearly identifies who the participants should/could be</td>
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<td>1.4 The information provided about the PL enables informed choice by the participants</td>
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<td>1.5 The statement of purpose of the PL states clearly how it will improve teaching</td>
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<td>1.6 The PL clearly incorporates the relevant standards of the Australian Curriculum/State or Territory syllabus</td>
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<td>1.7 The PL clearly identifies the relevant Australian Professional Standards for Teachers</td>
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<td>1.8 The PL identifies potential impact on student learning</td>
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SD= Strongly Disagree, D= Disagree, Undec = Undecided, A=Agree, SA =Strongly Agree N/A Not Applicable
### Quality Professional Learning Framework

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## 2. Learning Outcomes

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>2.1 The PL learning outcomes are clearly identified</td>
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## 3. Ownership by participants

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<tbody>
<tr>
<td>3.1 The issues that the PL seeks to address have been identified by State/Territory body/professional associations</td>
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<td>3.2 The issues that the PL seeks to address have been identified by school leadership</td>
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<td>3.3 The issues that the PL seeks to address have been identified by the PL provider</td>
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<td>3.4 The issues that the PL seeks to address have been identified by the prospective participants</td>
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## 4. Underpinned by best practice

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<tbody>
<tr>
<td>4.1 The PL’s content and design is aligned with participant needs</td>
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<td>4.2 The PL uses strategies that engage the participant (adult learner)</td>
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<td>4.3 The PL builds participants’ Pedagogical Content Knowledge (PCK) for teaching the subject</td>
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<td>4.4 The PL builds participants’ content knowledge</td>
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<td>4.5 The PL builds participants’ pedagogical knowledge</td>
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<td>4.6 The PL develops participants’ understanding of the learner</td>
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<td>4.7 The PL enables participants to make links with research</td>
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5. Connection to the participant’s educational context

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<tr>
<td>5.1 The PL addresses priorities for teaching</td>
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<td>5.2 The PL addresses priorities for student learning in the subject</td>
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<td>5.3 The PL addresses priorities for the participants’ school context</td>
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<td>5.4 The PL has the support of school leadership</td>
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<td>5.5 The PL has been selected/designed in consultation with school/system leadership</td>
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6. Sustainability

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<tr>
<td>6.1 The PL facilitates participants’ ongoing reflection, action, evaluation, and forward planning</td>
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<td>6.2 The PL provides strategies and/or resources to enable participants to apply their learning in context</td>
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7. Theory – practice nexus and connections

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<tr>
<td>7.1 The PL design models effective pedagogies/practice</td>
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<td>7.2 The PL enables participants’ knowledge and beliefs to be identified, examined, challenged, and extended</td>
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<td>7.3 The PL provides opportunities and strategies for developing participants’ ideas and practice</td>
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8. Individual learning NEEDS and the development of a community of practice

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<td>8.1 The PL incorporates flexibility to enable participants to have some input its design/delivery</td>
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<td>8.2 The PL stimulates collective participation</td>
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<td>8.3 The PL provides opportunities for participants to build professional learning communities</td>
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<td>8.4 The PL addresses the diversity of participants needs and backgrounds</td>
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9. Evaluation linked to Learning Outcomes

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<tr>
<td>9.1 The PL evaluation incorporates a focus on intended learning outcomes</td>
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<td>9.2 The PL evaluation data contributes to program improvement</td>
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<td>9.3 For longer programs there is opportunity to gather data to inform program refinement of later stages of the PL</td>
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