



PROFESSIONAL DEVELOPMENT POLICY

The Primary Teachers' Network (PTN) is a member of the Professional Teachers' Council NSW (PTC NSW). PTN adopts the PTC NSW Professional Development Policy as the guiding policy for professional development delivered by PTN.

Ongoing professional development contributes to the quality of teaching practice and supports student learning. The recognition of professional development experiences values the contribution of teachers to the community. A significant role of PTN is to provide quality continuing professional development for their teacher members.

QUALITIES OF PROFESSIONAL DEVELOPMENT

PTN identifies the following as features of quality professional development, it will be:

- ▶ proactive and visionary, leading teachers into new pedagogies and thinking
- ▶ evidence-based
- ▶ responsive, to contemporary demands upon member associations and teachers
- ▶ formative and predictive, in finding new ways of enhancing the learning capacities and performance of associations and their members
- ▶ ongoing, flexible and reflective, allowing for learning styles, distance, time and isolation
- ▶ based on good pedagogy, that recognises and values prior learning and skills
- ▶ assessed and evaluated, to ensure learning outcomes are met for all participants
- ▶ purposeful, in that it meets identified needs of teachers and is relevant to student learning
- ▶ collaborative and engaging, of professional networks, professional learning communities, partnerships and experts in the professional development of teachers
- ▶ broad in scope and nature, to meet the overall needs of teachers, their professional teacher associations and schools
- ▶ valued and recognised

SCOPE

The target groups for professional development are primarily PTN members and the students they teach.

PRINCIPLES

Opportunities for continuous development are readily available to all members. All members have equal rights and equal responsibilities in participating in professional development opportunities, irrespective of their schools or workplaces.

The design and delivery of professional development programs are needs based and reflect the ways in which adults prefer to learn. Evaluation is an integral part of all professional development programs. This can be measured through a variety of means and at different times throughout the professional development activities.

Prior learning and skills are recognised, valued and utilised. Clear procedures for planning, monitoring, evaluation and reporting contribute to quality assurance and effectiveness of professional development activities.

CONTACT INFORMATION

The Primary Teachers' Network welcomes your comments regarding this Professional Development Policy. If you believe that we have not adhered to this Policy, please contact us.