

**A clear, purposeful professional learning process is a crucial part of driving an improvement agenda across a school. P.L.CREW can support leaders in accessing targeted professional learning to address identified areas of need – for individuals and across teams. The following is a brief outline of what this process might look like.**

- Early in the APR/APDP cycle, meet with individual team members to review their professional learning goals from previous year and identify any systemic, school and/or individual learning goals for the current year.
- Ascertain specific courses associated with the individual's identified professional learning goals and have them specify ways they could demonstrate their learning and set any KPI's (Key Performance Indicators) and data that would reflect how they are progressing their goals.
- Negotiate timeframes for course completion (if undertaken independently) and discuss time provisions for completion.
- Set 'checkpoints', where progress on goals is discussed and any evidence (to that point) is presented. This may be face-to-face or via a digital portfolio/platform where evidence is displayed and annotated, etc.
- Explore knowledgeable others to support their learning. Ask, 'Who, what and how' they would support progress and learning.
- Look for patterns across teams. Are there any common areas of need or interest? Have individuals and teams seek - and specify - opportunities to work collaboratively and/or embed 'collective learning goals' and courses into existing PLT/PLC processes.
- Be sure to follow up with checkpoint meetings. This could, again, be face-to-face or via the digital platform, or as a faculty / whole staff 'Showcasing My Learning' event during Student Free Days for example. Keep the learning process current and important by prioritising (and providing/having others deliver) regular team learning updates.
- At the end of the APR/APDP cycle, meet with individuals to review progress on their professional learning goals. Ask them to walk you through their collated evidence and ask questions to help them demonstrate their proficiency. Explore 'next steps' to share learning or build upon what has already been achieved. Consider how ideas, processes and/or resources can be scaled up. How can what you've learned help the school's improvement agenda/faculty priorities and the like?

**Remember - P.L.CREW members have the opportunity to:**

- Connect with people from other schools
- Ask questions
- Seek guidance and resources
- Suggest new learning topics and themes
- Share their learning and gain feedback from others