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SCHOOL DEVELOPMENT AS A PROFESSIONAL LEARNING ENVIRONMENT

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PART A

Guiding questions for the four dimensions of school development as a professional learning environment



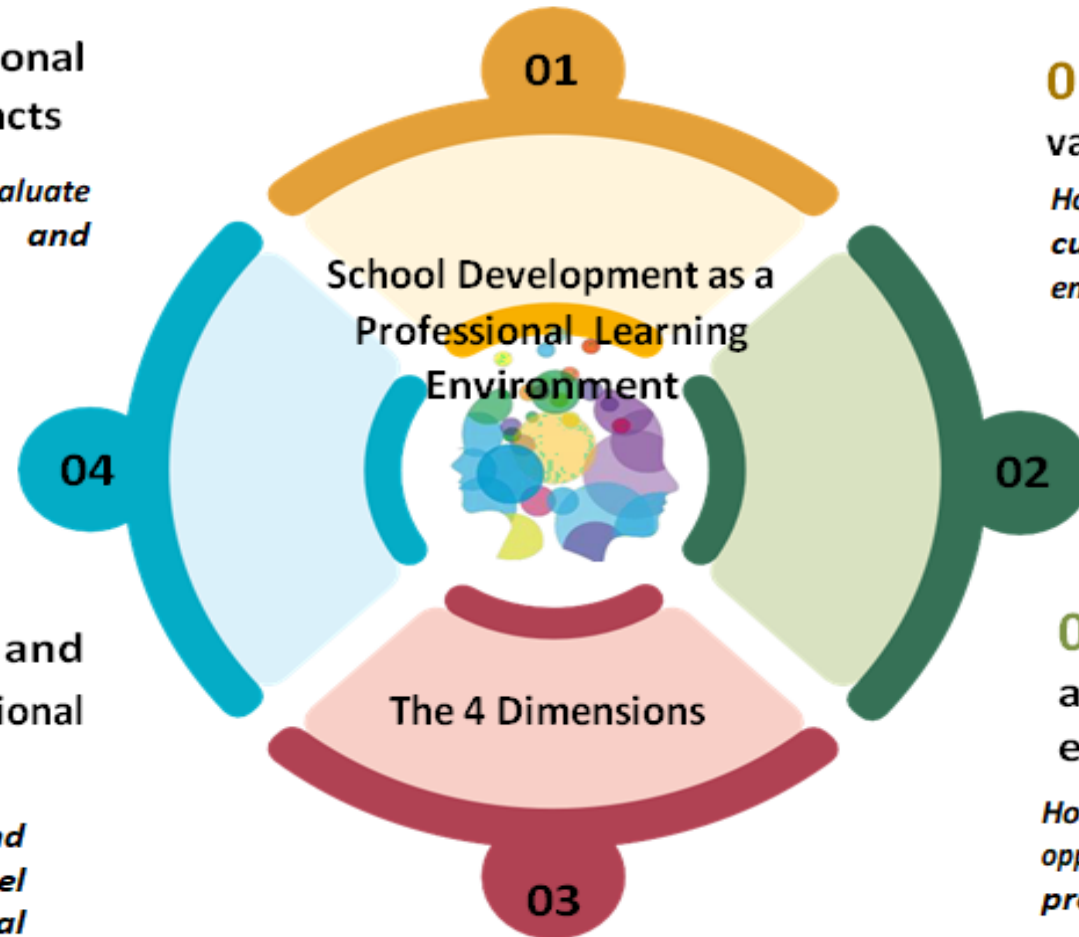
The 4 dimensions of School Development as a Professional Learning Environment

04. Evaluating professional learning outcomes and impacts

How can schools monitor and evaluate professional learning outcomes and impacts?

03. Understanding and satisfying teacher professional development needs

How can schools develop and implement an organisational model for the supply of professional development support for both newly qualified and experienced teachers?



01. Building educational values and leadership

How can schools create a learning-centred culture to support overall teacher and student engagement and achievement?

02. Creating the conditions for a positive learning environment

How can schools provide educational opportunities, facilities, and resources to promote teacher and student learning?

1. BUILDING EDUCATIONAL VALUES AND LEADERSHIP



How can schools create a learning-centred culture to support overall teacher and student engagement and achievement?



1. BUILDING EDUCATIONAL VALUES AND LEADERSHIP

Developing a mission statement that makes clear the school's educational values.

Setting realisable targets for school improvement and staff development, supported by overall performance review and self-evaluation processes.


Ensuring adequate human resources for intersecting management, teaching, and support roles.

Promoting a school culture that is learning centred and fosters empowerment, responsibility, reflectiveness, innovation and engagement for teachers and learners.

2. CREATING THE CONDITIONS FOR A POSITIVE LEARNING ENVIRONMENT

How can schools provide educational opportunities, facilities, and resources to promote teacher and student learning?





2. CREATING THE CONDITIONS FOR A POSITIVE LEARNING ENVIRONMENT

Designing and publishing a school curriculum that is clearly described in terms of global competence for learners and teachers and easily accessible to teachers, students, and families.

Developing learning pathways to take account of recognising and respecting diversity and supporting individual learning needs and well-being for all students and teachers.


Developing school premises that create a positive learning environment for students and teachers and provide adequate learning resources to support delivery of the curriculum.

Providing specialist resources and facilities to support active learning and diverse opportunities for curricular contents in areas such as art and design, music, languages, ICT, physical education, and the sciences.

3. UNDERSTANDING AND SATISFYING TEACHER PROFESSIONAL DEVELOPMENT NEEDS



How can schools develop and implement an organisational model for the supply of professional development support for both newly qualified and experienced teachers?



3. UNDERSTANDING AND SATISFYING TEACHER PROFESSIONAL DEVELOPMENT NEEDS

Developing and implementing methods and tools in the process of collecting data on teachers' professional needs.

Establishing a process whereby professional development priorities can be identified in terms of their coherence with overall school development.

Identifying effective collaborative approaches to promoting and supporting teacher professional development.

Offering a range of types of professional development activities that can be engaged in.

4.EVALUATING PROFESSIONAL LEARNING OUTCOMES AND IMPACTS

How can schools monitor and evaluate professional learning outcomes and impacts?





4.EVALUATING PROFESSIONAL LEARNING OUTCOMES AND IMPACTS

Monitoring and evaluating student learning outcomes with clear feedback and feedforward into teaching and learning strategies.

Establishing tools for monitoring and evaluating the impact of professional development activities.

Giving value to professional development outcomes in relation to schools as institutions that promote the professional learning of their members.

Identifying alternative ways in which unsatisfied need for professional development can be best

PART B



A reflection sequence that aims to give indications for possible key questions related to a systematic approach to specific aspects of each of the four dimensions.

The questions posed are intended to permit an assessment of the current situation in a school and consider action steps that can be taken in the light of what emerges.

THANK YOU!

