

PROFESSIONAL LEARNING STANDARDS

1. PROFESSIONAL LEARNING

Professional learning covers all activities that include the knowledge and skills needed in the field of study. The main goal of professional learning is to contribute to student learning at the highest level and to maximize the academic standards in the environment. It is important to accomplish this with integrity and taking into account the well-being of the participants. Professional learning includes the researching, analysis, application and goal setting today, in order to build the future.

Hisar School Professional Learning Center was established in September 2021 to provide a system of innovative, creative, and collaborative professional learning opportunities and research environments for educators.

High Quality Professional Learning

High quality professional learning is collaborative and includes effective learning activities that are coherent with the mission, vision, curriculum and strategic plan of the school, must improve student learning, is sustainable and job-embedded and results in new questions and research environments.

Professional Learning Activities

- Professional Learning Opportunities: Courses, workshops, degree programs, podcasts, webinars, conferences, certificates etc.
- Observing teaching and learning exchanges/Job embedded : Peer coaching, instructional coaching, learning walks, instructional rounds, school visits, exchange programs among teachers
- Professional Learning Communities: Designed PLCs, staff meetings, job-alike sessions, sharing ideas and practices, research opportunities

Professional Learning Cycle



1. Identifying the Needs/Goals: Objectives are determined by evaluating the data obtained as a result of needs analysis and interviews with focus groups. These goals can also be determined within the framework of the school's strategic plan. In addition, it is ensured that employees make individual growth plans with supervisor guidance. The results of the appraisal system and the curriculum-related actions are also included in the need analysis.
2. Developing the Strategy: Strategies, in line with the determined goals are communicated with relevant school staff. Strategies for training programs and activities that will stimulate professional learning communities are determined. The main goal of developing strategy is that action plans will contribute to student learning.
3. Implementing Growth: Plans are implemented. It is very important to move forward with relevant school staff at every stage.
4. Assessing and Reviewing: Applied education plans, sharing and professional learning communities are evaluated in terms of content and educator. Suggestions for the next steps are taken from the participants.

5. Reflecting and Sharing: Participants' suggestions are evaluated. This step also includes feedback for the community. Action plan will be implemented for the next steps.
6. Analyzing Long Term Impact: Evaluating the professional learning programs offered by using learning and teaching evidence and measuring their impact on student achievement. Documentation is important and there are different strategies. Peer observations, leader observations (anecdotal), survey (student-parent-guardian-staff), test data, professional portfolios, samples of children's work and accreditation reflections are some of them

2. PROFESSIONAL LEARNING STANDARDS

Professional Learning Programs

1. Have professional learning goals
2. Are content focused
3. Are designed based on learners' needs and differences
4. Involve and encourage active participation
5. Involve and support collaboration
6. Include effective and ready to use practices (lesson plans, unit plans, sample student work, observations of peer teachers, and video or written cases of teaching, effective teaching and learning strategies, results and observations of applications)
7. Create rich learning opportunities facilitated by instructional coaches, supervisors and leaders
8. Deepen learning through formative and summative feedback and reflection
9. Are sustainable, job embedded and on-going professional development including different parts; learn, practice, implement and reflect
10. Are evaluated after completion to determine if the intended goals were achieved.

Professional Learning Providers and Facilitators

1. Design professional learning programs documented and shared in the written form with all aspects and shared in advance with the school.
2. Set professional learning goals for PD participants to explore and apply innovative teaching/learning approaches to increase effectiveness of PD participants' teaching and learning experiences.
3. Are institutions and individuals who have demonstrated qualifications and credentials in the focus area of professional development.
4. Encourage and design effective learning environments and provide meaningful feedback.
5. Build and/or are part of local and global PD networks, and promote these networks in order to support creative attempts of PD participants to communicate ideas and share their knowledge.
6. Provide equitable access to all resources to meet the diverse and unique needs and personalized learning experiences of all PD participants.
7. Establish a learning environment that fosters collaboration and co-learning with PD participants to discover new educational methods and resources and to adapt them, inline with the school's mission and vision statements.
8. Establish a learning environment that is culturally sensitive, inclusive and psychologically safe.
9. Collect and use formative and summative assessment data to guide progress. Drive results from this data and the whole PD process to form and present summative reports to the School.
10. Ensure the continuity of professional development by sharing the materials and resources used with the School.

Also, there should be some expectations from participants:

Expectations from (Responsibilities of) Professional Learning Participants

1. Articulate and set personal professional learning goals in line with the mission, vision and strategic plan of Hisar School and develop strategies using PLC resources to achieve them.
2. Use PLC resources to seek feedback that informs and improves practice and to demonstrate skills gained through PLC resources in a variety of ways. Demonstrate the ability to select and use effective strategies for learning environments.
3. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
4. Have an inclusive and impartial understanding that is sensitive to cultural differences
5. Use PLC resources to connect with learners from a variety of backgrounds and cultures. Engage with them in ways that broaden mutual understanding and learning.
6. Use collaborative methods to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

SOURCES:

- 1) [Learning Policy Institute](#)
- 2) [NESA - New South Wales Education Standards Authority](#)
- 3) [ISTE - International Society for Technology in Education](#)