Marymede Catholic College

PROFESSIONAL DEVELOPMENT

Rationale

Marymede Catholic College recognises the crucial role that Professional Development activity plays in the formulation, implementation and development of effective teaching and learning programs for students.

Aims

Within the definition of Professional Development the College focuses upon the following important concepts:

• Updating teaching staff on changes in course structure, organization and program evaluation
• Access to current resources and support material for course development and teacher development
• Training in methodological issues relating to teaching and learning strategies.
• Exposure to pedagogical aspects of educational practice and policy.
• Consideration of the purposes, form and evaluation of assessment and reporting approaches.

Professional Learning for Marymede Catholic College staff can take a variety of forms, including the following:

• Conferences
• In-Services: whole staff, faculty, year level, problem specific, topic specific, individual, provided either as in-house activities or by external agencies.
• Coaching: one person to coach another to impart a skill or to help another practise a skill before trying it out in a “real life” situation.
• Mentoring: may include coaching, but extends to an effective professional relationship where the mentor has a broad commitment to the overall development of the other teacher.
• Networking: formal and informal networks such as subject associations; interest groups, leadership groups, friendship groups and the Internet provide the opportunity for discussion of ideas and practice.

Professional Reading: wider professional reading in education is another Professional Learning tool, which is promoted through Heads of Department departments and the Principal’s Weekly.

Procedures and Responsibilities

Organisationally the College delivers professional development to staff within a formulated internal program, and reinforces this through access to external in-service activity. Decisions as to appropriate whole school based professional development are made at the Administration level by consultation with the Principal.

The primary responsibility for the organization of professional development programs within the College rests with the Deputy Principal, and the Dean of Learning and Teaching. Their role descriptions include responsibility for facilitating and implementing effective professional development planning and the development of a broadly based program of in-service education.
for teachers and other members of the school community.

Dean of Religious Education, in consultation with the Deputy Principal makes recommendations to the Principal for ongoing spiritual formation of staff, especially those teaching Religious Education.

Key Learning Area Coordinators, in consultation with the Dean of Learning and Teaching, and Deputy Principal, make decisions in regard to in-service activity addressing the issues outlined in the introduction to this policy. They are also responsible for the following aspects of professional development:

- Recommending staff for in-service activity for approval.
- Highlighting the need for professional development within faculties.
- Organising and implementing ongoing appropriate school based professional development.
- Processing and filing of professional development application forms.
- Collecting feedback from in-service activity and evaluating with staff the effectiveness of the activity.
- Disseminating information from in-service activity to appropriate members of the school community.

**Evaluation**

This policy will be evaluated on a regular basis as part of the School Review Process.

Where to go for further information

Director of Learning and Teaching

CEOM Policy 2.18 Professional Development of Staff in Catholic Schools P - 12
CEOM Policy 2.18A Guidelines for the Development and Implementation of the Professional Development Policy

Date

July 2005