

# Annual Goal Setting and Professional Learning Plan

## Our Lady of Dolours School



**Our Lady of Dolours**  
**Catholic Primary School**  
*Living Loving and Learning in Christ*

### Introduction

Our Lady of Dolours strives to be an effective learning community that has the capacity to promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing student learning.

Effective teachers are reflective practitioners, critical of what and how they teach and reflective about what works and doesn't work. Teachers on a continuous learning curve seek to improve their professional practices to influence the learning outcomes of their students (Stoll, Fink and Earl, 2004).

The Annual Goal Setting and Professional Learning Plan is built upon the AITSL Australian Teacher Performance and Development Framework. The purpose of the framework is to

- Highlight what is required to build a comprehensive approach to teacher performance and development
- Develop a culture that focuses the practice in all schools on continuous assessment, feedback, performance review and the development of all teachers
- Ensure all teachers have access to effective continuous constructive feedback throughout their careers
- Ensure all teachers receive effective development opportunities
- Improve teacher effectiveness and student outcomes

The purpose of the **Annual Goal Setting and Professional Learning Plan** is to support the growth and development of professional educators at Our Lady of Dolours School. Teachers are supported to be reflective, self directed learners who continuously strive to improve their teaching practice so they can enhance the learning outcomes of all students.

### Annual Goal Setting and Professional Learning Plan

All teachers should develop clearly articulated agreed upon goals informed by

- Reflection on teaching practice
- Evidence and feedback
- Team goals
- The school plan

Objectives must be measurable, clear and open to amendments where necessary. All teachers have the opportunity to deliver against their agreed goals, identify their developmental needs and negotiate support to take action to meet them.

### National Professional Standards for Teachers:

The National Professional Standards for Teachers comprise standards which outline what teachers should know and be able to do. The Standards are interconnected, interdependent and overlapping. The Standards are grouped into three domains of teaching:

- Professional Knowledge,
- Professional Practice
- Professional Engagement.

In practice, teaching draws on aspects of all three domains. Within each Standard, focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into descriptors at four professional career stages:

- Graduate,
- Proficient,
- Highly Accomplished
- Lead.

Domains of teaching	Standards	Focus areas and Descriptors
<b>Professional Knowledge</b>	<ul style="list-style-type: none"> <li>. Know students and how they learn</li> <li>. Know the content and how to teach it</li> </ul>	Refer to the Standard at each career stage
<b>Professional Practice</b>	<ul style="list-style-type: none"> <li>. Plan for and implement effective teaching and learning</li> <li>. Create and maintain supportive and safe learning environments</li> <li>. Assess, provide feedback and report on student learning</li> </ul>	
<b>Professional Engagement</b>	<ul style="list-style-type: none"> <li>. Engage in professional learning</li> <li>. Engage professionally with colleagues, parents/ carers and the community</li> </ul>	

The focus areas and descriptors identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.