Fig 2: The process for developing a professional learning and development plan

- Self reflection process to identify current professional learning and development needs
- Using feedback and other forms of hard data to support your choices
- Identify 1-2 specific learning areas that you would like to focus on in this performance period. Identify professional learning needs

Prepare a Professional Learning Summary to present your learnings to the board and agreed stakeholders

- Regularly review your professional learning activities and adjust if necessary.
- outcomes as a result Gather evidence of how your learning has changed your professional practice and the impact it has had on student achievement, in particular priority learner groups.
- Prepare a summary of learning for your board and/or other school stakeholders.

Agree learning priorities with board

Set professional learning goals

- Link chosen learning areas to outcomes for the school
- Set goals for each learning area that demonstrate the impact/benefits to the school and learners, particularly Maori, Pasifika, learners from low socioeconomic backgrounds and those with special needs.
- Link chosen learning areas to your . personal career progression.

Student Achievement*

Discuss with board, peers, or support advisors

Selectlearning opportprofessional opportprofessional opportprofessional Identify a range of opportunities directly related to gaining the skills/ experience or knowledge you seek.

 Choose specific opportunities that will best help you achieve your learning or development goals (ideally 1 - 2).

Use priorities, goals and selected opportunities to prepare a formal proposal for discussion with the board

*Student Achievement pertains to all students, but there is a particular focus on lifting the outcomes for priority learning groups including Maori learners, Pasifika learners, learners from low socio-economic backgrounds, and learners with special needs.