

# National Professional Learning Entitlement

## Professional learning entitlements and expectations for teachers and teaching assistants

Entitlement/expectation statements for teachers and teaching assistants	Effective practice in meeting and responding to the entitlement/expectation	Sustained highly-effective practice in meeting and responding to the entitlement/expectation (in addition to those noted in the effective practice column)
<p>1. As a practitioner I am entitled to an individual professional learning journey supported by my school or setting leaders.</p>	<p>A professional learning plan for the year ahead that:</p> <ul style="list-style-type: none"> <li>• benefits and meets the needs of learners that you teach in your school or setting</li> <li>• consistently extends your knowledge, skills and understanding in your current role</li> <li>• provides you with autonomy to instigate, engage with and contribute to a range of activities</li> </ul>	<p>An outline professional learning plan for the next 2 to 5 years to support your future career pathway that:</p> <ul style="list-style-type: none"> <li>• will benefit the needs of learners across schools or settings beyond those you teach</li> <li>• extends your knowledge, skills and understanding for future roles</li> <li>• provides opportunities to contribute to local, regional and national collaboration and mutual support</li> </ul>
<p>1. As a practitioner I am expected to actively pursue and reflect on my professional learning journey supported by my school or setting leaders.</p>	<ul style="list-style-type: none"> <li>• Committing to reflective engagement with your professional learning and associated activities.</li> <li>• Using your Professional Learning Passport (PLP) to record your reflections.</li> </ul>	<ul style="list-style-type: none"> <li>• Using your PLP to predict your future needs and instigating further professional learning.</li> <li>• Sharing your reflections in your PLP with your peers and senior colleagues to support the development of the school or setting as a learning organisation.</li> </ul>
<p>2. As a practitioner I am entitled to well-designed professional learning based on the principles of the national approach to</p>	<ul style="list-style-type: none"> <li>• Accessing a planned professional learning programme and stimulating resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to contribute to professional learning provision, for example to share thinking and practice.</li> </ul>

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<p>professional learning (NAPL) that includes a blend of approaches and opportunities for reflection, enquiry and collaboration for learning.</p>	<ul style="list-style-type: none"> <li>• Working in a school or setting that undertakes enquiry into their priority areas.</li> <li>• Purposeful collaboration between peers in your school, setting or cluster.</li> </ul>	<ul style="list-style-type: none"> <li>• Your school or setting engages with cluster, local authority and/or regional enquiry programmes.</li> <li>• Opportunities for purposeful collaboration with other schools or settings on a regional, national and/or international level.</li> </ul>
<p>2. As a practitioner I am expected to actively engage in professional learning and make positive use of time allocated for it, including INSET time.</p>	<ul style="list-style-type: none"> <li>• Proactively engaging with planned professional learning and engaging with available resources to support you in the time allocated.</li> <li>• Taking a reflective and enquiring approach to improving practice and adopting new approaches.</li> <li>• Proactively engaging in peer collaboration in your own school, setting or cluster to promote mutual learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributing to and leading professional learning or INSET activity when it is relevant, appropriate and will support peer learning.</li> <li>• Collaborating with practitioners in other schools or settings when opportunities that relate to your professional learning journey arise.</li> </ul>
<p>3. As a practitioner I am entitled to work in a school or setting that sees itself as a learning organisation and that has embedded the use of the professional standards in all aspects of professional development.</p>	<ul style="list-style-type: none"> <li>• Feeling part of a school or setting where there is an ethos of working together to promote team learning within a culture of enquiry to achieve a shared vision.</li> <li>• The school or setting actively uses the schools as learning organisations (SLO) survey to identify areas to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Your school's or setting's development plan is informed by self-critical use of the SLO survey and consistently challenges itself to improve as a learning organisation.</li> <li>• Professional standards are used to drive continual engagement in professional learning and promote</li> </ul>

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	<ul style="list-style-type: none"> <li>Professional standards are used to reflect on and inform your individual professional learning journey.</li> </ul>	<p>innovation across your school or setting.</p>
<p>3. As a practitioner I am expected to regularly consider:</p> <ul style="list-style-type: none"> <li>my role in supporting the school or setting as a learning organisation</li> <li>my practice in terms of the professional standards</li> <li>instigating improvement by seeking appropriate professional learning</li> </ul>	<ul style="list-style-type: none"> <li>Contributing to the evaluation and development of the whole school or setting as a learning organisation through the SLO survey.</li> <li>Using your professional learning passport (PLP) to reflect on your professional learning in relation to the professional standards.</li> <li>Considering your own improvement goals and framing your progress along your professional learning journey using the professional standards.</li> </ul>	<ul style="list-style-type: none"> <li>Your team or department have regular discussions to consider how you can improve your school or setting as a learning organisation.</li> <li>Challenging your own practice at the sustained highly-effective practice end of the continuum in the professional standards.</li> <li>Engaging in peer reflection against the standards to identify individual or mutual needs and working together to improve practice.</li> </ul>