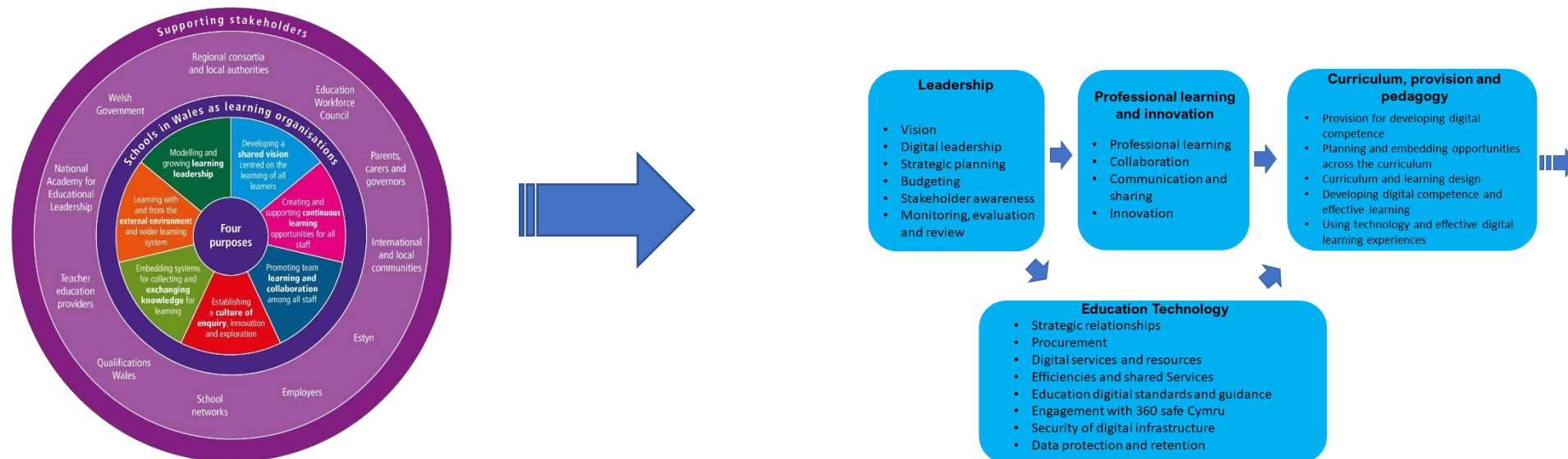


Aligning the Digital Professional learning journey to the schools as learning organisations model



SLO dimension and content	DPLJ strand and content
Developing a shared vision centred on the learning of all learners <ul style="list-style-type: none"> A shared and inclusive vision aims to enhance the learning experiences and outcomes of all learners. The school's vision focuses on enhancing learners' cognitive and social-emotional outcomes (including their well-being), encompasses both the present and the future, and is inspiring and motivating. Learning and teaching are oriented towards realising the vision. The school's vision is the outcome of a process involving all staff, including governors and other stakeholders. Learners, parents/carers, the external community and other partners are invited to contribute to the school's vision 	Leadership -> Vision <p>Leadership -> Vision</p> <p>Leadership -> Vision</p> <p>Curriculum, provision and pedagogy -> developing digital competence and effective learning</p> <p>Leadership ->Stakeholder awareness</p> <p>Leadership ->Stakeholder awareness</p>
Modelling and growing learning leadership <ul style="list-style-type: none"> School leaders ensure that the organisation's actions are consistent with its vision, goals and values. 	Leadership -> Digital leadership <p>Leadership -> Digital leadership</p>

SLO dimension and content	DPLJ strand and content
<ul style="list-style-type: none"> • School leaders model learning leadership, distribute leadership and help grow other leaders, including learners. • School leaders are proactive and creative change agents, with a strong focus on improving learning and teaching. • School leaders ensure the school is characterised by a 'rhythm' of learning, change and innovation. • School leaders develop the culture, structures and conditions to facilitate professional dialogue, collaboration and knowledge exchange. • School leaders promote and participate in strong collaboration with other schools, parents/carers, the community, higher education institutions and other partners. • School leaders ensure an integrated approach to responding to learners' learning and other needs. 	<p>Leadership -> Digital leadership</p> <p>Leadership -> Digital leadership, Leadership ->Strategic planning</p> <p>Professional learning and innovation -> Innovation</p> <p>Professional learning -> Collaboration, Professional learning -> Communication and sharing</p> <p>Professional learning -> Collaboration, Professional learning -> Communication and sharing</p> <p>Curriculum, provision and pedagogy -> planning and embedding opportunities across the curriculum</p>
Creating and supporting continuous learning opportunities for all staff	Professional learning and innovation
<ul style="list-style-type: none"> • All staff engage in continuous professional learning to ensure their practice is critically informed and up to date. • New staff receive induction support. • All staff have access to coaching and mentoring support. • Professional learning is focused on the learner's learning and the school's goals. • Staff are fully engaged in identifying the aims and priorities for their own professional learning. • Professional learning challenges thinking as part of changing practice. • Professional learning connects work-based learning and external expertise. • Professional learning is based on assessment and feedback from a range of sources including the learner. • Time and other resources are provided to support professional learning. • The school's culture promotes and supports professional learning 	<p>Professional learning and innovation-> Professional learning</p> <p>Professional learning and innovation-> Professional learning</p> <p>Professional learning and innovation-> Professional learning, Professional learning and innovation-> Collaboration</p> <p>Professional learning and innovation-> Professional learning</p> <p>Professional learning and innovation-> Professional learning</p> <p>Professional learning and innovation-> Professional learning</p> <p>Professional learning and innovation-> Professional learning</p> <p>Professional learning and innovation-> Professional learning, communication and sharing</p>
Promoting team learning and collaboration among all staff	Professional learning and innovation-> Collaboration
<ul style="list-style-type: none"> • Collaborative working and collective learning – face-to-face and/or using ICT – are focused and enhance learning experiences, learner outcomes and/or staff practice. • Staff reflect together on how to make their own learning more powerful. 	<p>Professional learning and innovation-> Collaboration</p>

SLO dimension and content	DPLJ strand and content
<ul style="list-style-type: none"> • Staff learn how to work together as a team. • Staff feel comfortable seeking advice from each other. • Trust and mutual respect are core values. • The school allocates time and other resources for collaborative working and collective learning. 	Professional learning and innovation-> Collaboration, communication and sharing Professional learning and innovation-> Collaboration Professional learning and innovation-> Collaboration, communication and sharing Professional learning and innovation-> Collaboration Professional learning and innovation-> Collaboration
Embedding systems for collecting and exchanging knowledge for learning	Professional learning and innovation-> Communication and sharing
<ul style="list-style-type: none"> • Systems are in place to examine progress and gaps between current and expected impact. • Structures for regular dialogue and knowledge exchange are in place. • Examples of good and failed practices are made available to all staff to inform learning. • Sources of research evidence are readily available and easily accessed and are used by staff to improve their practice. • Staff have the capacity to analyse and use multiple sources of data for feedback, including ICT, to inform teaching and allocate resources. • The school's development plan is based on learning from continuous self-assessment and is updated at least once every year. • Staff regularly discuss and evaluate whether actions had the desired impact and change course if necessary. • The school evaluates the impact of professional learning 	Leadership ->Monitoring, evaluation and review Professional learning and innovation-> Communication and sharing Professional learning and innovation-> Communication and sharing Professional learning and innovation-> Communication and sharing Leadership ->Monitoring, evaluation and review Leadership -> Strategic planning Leadership ->Monitoring, evaluation and review Leadership ->Monitoring, evaluation and review
Learning with and from the external environment and wider learning system	Curriculum, provision and pedagogy, Education Technology
<ul style="list-style-type: none"> • The school is an open system, welcoming approaches from potential external collaborators. • The school scans its external environment to respond quickly to challenges and opportunities. • Staff collaborate, learn and exchange knowledge with peers in other schools through networks and/or school-to-school collaborations. • The school collaborates with parents/carers and the community as partners in the education process and the organisation of the school. • The school forms partnerships with higher education institutions, businesses and/or public or non-governmental organisations in efforts to deepen and extend learning. 	Education Technology -> strategic relationships Education Technology -> Procurement Professional learning and innovation -> Collaboration, communication and sharing Professional learning and innovation -> Collaboration, Leadership -> Stakeholder awareness Professional learning and innovation -> Collaboration

SLO dimension and content	DPLJ strand and content
<ul style="list-style-type: none"> Partnerships are based on equality of relationships and opportunities for mutual learning. ICT is widely used to facilitate communication, knowledge exchange and collaboration with the external environment. 	Professional learning and innovation -> Collaboration, communication and sharing Professional learning and innovation -> Collaboration, communication and sharing
Establishing a culture of enquiry, innovation and exploration <ul style="list-style-type: none"> Staff are willing to take risks and experiment and innovate in their practice. The school supports and recognises staff for taking initiative and risks. Staff engage in forms of enquiry to investigate and extend their practice. Enquiry is used to establish and maintain a rhythm of learning, change and innovation. Staff are open to thinking and doing things differently. Problems and failures are seen as opportunities for learning. Learners are actively engaged in enquiry. 	Professional learning and innovation-> Innovation Professional learning and innovation-> Innovation Professional learning and innovation -> Innovation Professional learning and innovation-> Professional learning Professional learning and innovation-> Professional learning Professional learning and innovation-> Innovation, Curriculum, provision and pedagogy -> Curriculum and learning design Curriculum, provision and pedagogy -> Digital competence and effective learning