

National Professional Learning Entitlement

Professional learning entitlements and expectations for leaders

Entitlement/expectation statements for leaders	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 leader I am entitled to an individual professional learning journey supported by identified school, setting or local and/or regional staff.</p>	<p>A professional learning plan for the year ahead that:</p> <ul style="list-style-type: none"> • benefits and meets the needs of learners and staff in your school or setting • consistently extends your knowledge, skills and understanding in your current role • provides you with autonomy to instigate, engage with and contribute to a range of activities from within and beyond your school or setting 	<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"> • will benefit the needs of learners and other staff across the wider system (locally, regionally and/or nationally) • extends your knowledge, skills and understanding for future leadership roles • provides opportunity to engage with or lead regional and national collaboration and mutual peer support
<p>1. As a leader I am expected to actively pursue and reflect on my professional learning journey supported by identified local and/or regional staff.</p>	<ul style="list-style-type: none"> • Committing to reflective engagement with your professional learning plan and associated activities. • Considering your own progress on your leadership journey using the professional standards to identify professional learning needs. • Using your Professional Learning Passport (PLP) to record your reflections. 	<ul style="list-style-type: none"> • Using your PLP to predict your future needs and instigating further professional learning. • Sharing your reflections in your PLP with senior colleagues in your own school or setting to support the development of the school or setting as a learning organisation. • Sharing reflections with peers and identified staff from across the wider

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		learning system to support professional growth.
<p>2. As a leader I am entitled to well-designed professional learning based on the principles of the national approach to 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"> • Accessing a planned professional learning programme and stimulating resources. • Support in leading or facilitating school or setting level enquiry into identified priority areas. • Purposeful collaboration for school or setting improvement with other schools or settings in your local and regional area. 	<ul style="list-style-type: none"> • Opportunities to contribute to professional learning provision for leaders beyond the school or setting, for example to share thinking and practice. • Opportunities to engage with and support local authority, regional and/or national enquiry programmes. • Opportunities for purposeful collaboration for school or setting improvement with other schools or settings on a regional, national and/or international level.
<p>2. As a leader I am expected to:</p> <ul style="list-style-type: none"> • identify and actively engage in an appropriate blend of professional learning activity • promote active engagement and ensure positive use of the time allocated for professional learning, including INSET time 	<ul style="list-style-type: none"> • Proactively engaging with and leading planned INSET and professional learning and supporting others' engagement. • Proactively leading and engaging in collaboration in your own school or setting or cluster to promote mutual learning. • Using your PLP to reflect on your professional learning in relation to 	<ul style="list-style-type: none"> • Being aware of wider professional learning activities and securing appropriate engagement. • Participating in and leading shared INSET or professional learning activities across local network of schools or settings. • Ensuring the evaluation of professional learning is an integral

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	the professional standards and taking an enquiring approach to improving practice across the school or setting.	part of school or setting processes.
<p>3. As a leader I am entitled to:</p> <ul style="list-style-type: none"> • lead and work in a school or setting that sees itself as a learning organisation (or lead a team that contributes to the school or setting as a learning organisation) • lead and work in a school or setting where the use of the professional standards is embedded in all aspects of professional development 	<ul style="list-style-type: none"> • Receiving backing from the governing body and identified local or regional colleagues in leading a school or setting that develops as a learning organisation through the reflective use of the schools as learning organisations (SLO) survey. • Receiving support to use the professional standards for leadership to: <ul style="list-style-type: none"> ○ reflect on and frame your professional learning needs ○ inform progress on your individual professional learning journey ○ inform progress on the wider school or setting 	<ul style="list-style-type: none"> • Leaders and the governing body understand the role of professional learning within a learning organisation and create an ethos and environment where professional learning is valued and all staff have opportunities to engage. • There is shared responsibility for continued development as a learning organisation through a school development plan that is based on self-critical use of self-evaluation, enquiry and the SLO survey. • Professional standards are used to inform collaboration across the cluster and with other schools or settings to promote further improvement and innovation.

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<p>3. As a leader I am expected to regularly consider:</p> <ul style="list-style-type: none"> • my leadership role in supporting the school or setting as a learning organisation • my role in terms of leading professional learning and embedding the use of the professional standards in all aspects of professional development for all 	<ul style="list-style-type: none"> • Leading on and/or supporting the evaluation and development of the school or setting as a learning organisation through the SLO survey. • Leading on and/or contributing to the use of school or setting processes that promote the use of the professional standards to support reflection and development. • Actively encouraging and supporting others in the use of the standards to identify their professional learning needs that will inform their individual journey. 	<ul style="list-style-type: none"> • Playing a lead role in regular discussions based on the SLO survey and self-evaluation to consider how the school/setting can be improved as a learning organisation. • Challenging your own practice at the sustained highly-effective practice end of the continuum in the professional standards and encouraging others to do the same. • Engaging in peer reflection against the standards within or across schools or settings to identify individual or mutual needs and working together to improve practice.