

# Indicative Timeline 2024

	Growth Stage	Coaching	Growth Toolkit
Term 1	<b>Reflection</b> <b>Complete the Reflection section of your Professional Growth Plan.</b> Considering the AITSL Standards, reflect on your practice and consider a <b>Professional Goal</b> for 2024. <b>Confirm your Professional Goal for 2024.</b>	2-3 Coaching Conversations to discuss and reflect on your Professional Goal.	AITSL Standards AITSL Self-Assessment AITSL SWOT Professional Learning Communities (PLCs) Coaching Conversations Learning Observations Peer Observation Self / Video Observation
Term 2	<b>Action</b> <b>Complete the Action Section of your Professional Growth Plan.</b> Outline the actions to achieve your goal. Share your Professional Goal with peers. Explore PL opportunities such as Walkthrus. <b>Engage in Deliberate Practice.</b>	2-3 Coaching Conversations to discuss and reflect on your Professional Goal.	Student Survey Professional Learning Professional Reading Teaching Walkthrus
Term 3	<b>If required, update the Action Section of your Professional Growth Plan.</b> Review your progress and if required refine your actions. / Explore additional PL opportunities such as Walkthrus. Continue to engage in Deliberate Practice, with a focus on embedding new practices. <b>Seek feedback</b> (e.g., Student survey, peer observation, learning observation)	2-3 Coaching Conversations to discuss and reflect on your Professional Goal.	
Term 4	<b>Evaluation</b> Gather <b>evidence</b> of your progress and impact. <b>Complete the Evaluation section of your Professional Growth Plan.</b> <b>Share and celebrate your progress.</b>	2-3 Coaching Conversations to discuss and reflect on your Professional Goal.	



# John XXIII College Professional Growth Model

## Rationale

John XXIII College's Professional Growth Model is a key strategy which supports all teaching staff to enhance their practice and fulfil the strategic aim of Inspiring Educational Excellence to support learning growth.

The model is evidence-informed and has at its heart the key benchmark for quality teaching: the Australian Professional Standards. It is underpinned by the College's Ignatian roots and the philosophy of *Magis*, encouraging teachers to strive for the more, the greater, and the better, as they reflect, act and evaluate their impact.

Framed within the College's mission and key strategic aims, the process is non-judgemental, and growth will be guided through the College's coaching processes.

The coaching process will support individuals as they set professional goals, have meaningful and impactful conversations and take actions to enhance their practice.

Throughout the process teachers will have the opportunity to use data and seek feedback as they evaluate the impact of their actions on student learning.

## College 3-Year Learning Goal

To respond to the needs of students through effective student identification, tracking of student data and differentiated learning strategies to ensure learning growth.

## College Mission

Inspired by the Gospels, in the spirit of John XXIII, Mary Ward and Ignatius Loyola, we seek to be people of competence, conscience and compassion who are committed to God and the service of others.

## College Vision

To be a leading Catholic, Independent, Co-educational College where academic and personal excellence, along with the commitment to serve others and seek justice, are the aspirations of every student.

PROFESSIONAL DEVELOPMENT

### John XXIII College Professional Growth Model

Each year, teachers will cycle through the College's Professional Growth Model to support their individual growth. This process will generate opportunities for learning and collaboration, building collective efficacy. Reflecting the Ignatian Pedagogical Paradigm (IPP), the process will encourage each teacher to consider a range of opportunities and choose which is best for them, given their context and experience. There are three key stages to the process: Reflection, Action, and Evaluation.

# Reflection

Review your teaching practice, considering your context, experience and the College Learning Goal.

### Key questions to guide Reflection

1. What are your key strengths as a teacher?
2. Where do you need to grow to support Learning Growth?
3. Can you define your Professional Goal?
4. How does your Professional Goal support the College Learning Goal?
5. Which AITSL Standards Focus Areas is your Professional Goal linked to?

# Evaluation

Assess your impact.

### Key questions to guide Evaluation

1. What was the area of growth you identified?
2. What new strategy/approach did you implement?
3. Which classes did you implement this strategy in?
4. What was the impact on:
  - Student Outcomes
  - Student Learning
  - Student Engagement
5. Reflecting on your goal, provide a summary of your learning growth.

# Action

Engage in deliberate practice towards mastery.

### Key questions to guide Action

1. Is your Professional Goal SMART?
2. What is your current reality?
3. What specific strategies are you going to use to enhance your teaching practices?
4. How are you going to implement this new strategy?
5. How will you monitor progress?
6. How will you gain high quality feedback to identify your impact on learning?

