



**FACULTY OF EDUCATION**

**Unique code (to be used in PL undertaken as spaced learning)**

Although it is not necessary to identify individuals, it may be necessary for the study to link data provided in different formats. With this code, the study can locate these different data sets if needed without identifying you.

**Please create a unique code by following these steps:**

1. Write the second letter of your Family Name.
2. Write the second letter of your Given Name.
3. Write the two-digit Day of your birth.
4. Write the first two letters of the Town in which you were born.

For example, Trudi Smith, born on 3rd May at Gilgandra would write MR03GI.

Your Unique Code: \_\_\_\_\_

## Quality Professional Learning Framework Planning Tool

PL Title:

Location of PL (e.g. state, within school; conference; etc.):

Intended date of PL:

Description

1.

**SD= Strongly Disagree, D= Disagree, Undec = Undecided, A=Agree, SA =Strongly Agree N/A Not**

**Applicable**

### 1. Shared purpose

Focus <i>(please tick one response to each statement)</i>	SD	D	Undec	A	SA	N/A
<b>1.1</b> The purpose of the PL is clearly stated in the promotional materials						
<b>1.2</b> The purpose of the PL aligns with the priorities that have been identified						
<b>1.3</b> The PL clearly identifies who the participants should/could be						
<b>1.4</b> The information provided about the PL enables informed choice by the participants						
<b>1.5</b> The statement of purpose of the PL states clearly how it will improve teaching						
<b>1.6</b> The PL clearly incorporates the relevant standards of the Australian Curriculum/State or Territory syllabus						
<b>1.7</b> The PL clearly identifies the relevant Australian Professional Standards for Teachers						
<b>1.8</b> The PL identifies potential impact on student learning						

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**Applicable**

### 2. Learning Outcomes

Focus <i>(please tick one response to each statement)</i>	<b>SD</b>	<b>D</b>	<b>Undec</b>	<b>A</b>	<b>SA</b>	<b>N/A</b>
<b>2.1</b> The PL learning outcomes are clearly identified						

### 3. Ownership by participants

Focus <i>(please tick one response to each statement)</i>	<b>SD</b>	<b>D</b>	<b>Undec</b>	<b>A</b>	<b>SA</b>	<b>N/A</b>
<b>3.1</b> The issues that the PL seeks to address have been identified by State/Territory body/professional associations						
<b>3.2</b> The issues that the PL seeks to address have been identified by school leadership						
<b>3.3</b> The issues that the PL seeks to address have been identified by the PL provider						
<b>3.4</b> The issues that the PL seeks to address have been identified by the prospective participants						

### 4. Underpinned by best practice

Focus <i>(please tick one response to each statement)</i>	<b>SD</b>	<b>D</b>	<b>Undec</b>	<b>A</b>	<b>SA</b>	<b>N/A</b>
<b>4.1</b> The PL's content and design is aligned with participant needs						
<b>4.2</b> The PL uses strategies that engage the participant (adult learner)						
<b>4.3</b> The PL builds participants' Pedagogical Content Knowledge (PCK) for teaching the subject						
<b>4.4</b> The PL builds participants' content knowledge						
<b>4.5</b> The PL builds participants' pedagogical knowledge						
<b>4.6</b> The PL develops participants' understanding of the learner						
<b>4.7</b> The PL enables participants to make links with research						

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### 5. Connection to the participant’s educational context

Focus <i>(please tick one response to each statement)</i>	<b>SD</b>	<b>D</b>	<b>Undec</b>	<b>A</b>	<b>SA</b>	<b>N/A</b>
5.1 The PL addresses priorities for teaching						
5.2 The PL addresses priorities for student learning in the subject						
5.3 The PL addresses priorities for the participants’ school context						
5.4 The PL has the support of school leadership						
5.5 The PL has been selected/selected in consultation with school/system leadership						

### 6. Sustainability

Focus <i>(please tick one response to each statement)</i>	<b>SD</b>	<b>D</b>	<b>Undec</b>	<b>A</b>	<b>SA</b>	<b>N/A</b>
6.1 The PL facilitates participants’ ongoing reflection, action, evaluation, and forward planning						
6.2 The PL provides strategies and/or resources to enable participants to apply their learning in context						

### 7. Theory – practice nexus and connections

Focus <i>(please tick one response to each statement)</i>	<b>SD</b>	<b>D</b>	<b>Undec</b>	<b>A</b>	<b>SA</b>	<b>N/A</b>
7.1 The PL design models effective pedagogies/practice						
7.2 The PL enables participants’ knowledge and beliefs to be identified, examined, challenged, and extended						
7.3 The PL provides opportunities and strategies for developing participants’ ideas and practice						

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### 8. Individual learning NEEDS and the development of a community of practice

Focus <i>(please tick one response to each statement)</i>	<b>SD</b>	<b>D</b>	<b>Undec</b>	<b>A</b>	<b>SA</b>	<b>N/A</b>
<b>8.1</b> The PL incorporates flexibility to enable participants to have some input its design/delivery						
<b>8.2</b> The PL stimulates collective participation						
<b>8.3</b> The PL provides opportunities for participants to build professional learning communities						
<b>8.4</b> The PL addresses the diversity of participants needs and backgrounds						

### 9. Evaluation linked to Learning Outcomes

Focus <i>(please tick one response to each statement)</i>	<b>SD</b>	<b>D</b>	<b>Undec</b>	<b>A</b>	<b>SA</b>	<b>N/A</b>
<b>9.1</b> The PL evaluation incorporates a focus on intended learning outcomes						
<b>9.2</b> The PL evaluation data contributes to program improvement						
<b>9.3</b> For longer programs there is opportunity to gather data to inform program refinement of later stages of the PL						