

Learning Organisation Policy

Formulated by: College Executive

This Policy is to be read in conjunction with CECV Policy 1.6, CEOM Policy 2.18 and the Victorian Institute of Teaching (VIT) *Professional Development Requirements for the Renewal of Registration*.

Mission Statement:

A *Learning Organisation Policy* is based on relationships “imbued with integrity and compassion between all members of the College community”. It also guides “our young women to develop the goodness in themselves and to share their God-given gifts, in living by Gospel values”. As a Learning Organisation and “a Catholic school, we wish to guide each young woman to develop as a whole person, striving for excellence in all her endeavours. Our Catholic values are the lens through which all learning occurs, thus young women of Ave Maria College will be inspired to be critical thinkers and life-long learners, contributing to the wider community”.

Rationale:

Ave Maria College is committed to creating and sustaining itself as a learning organisation which supports a culture of performance and development. Learning organisations provide a working environment (‘climate’) that fosters and enables learning for all staff (teachers, school officers and school service officers) within the organisation. Operating within this climate our staff are given the opportunity to grow their professional knowledge. Through feedback, self-reflection and review, they are encouraged to look for improvement in their work practices, guided by the underpinning principle of improving student learning outcomes.

Guiding Principles:

1. All staff members are responsible for meeting professional standards and enhancing their professional knowledge and practice to support the goals of the College.
2. College leaders should create conditions that support the development of a vibrant learning organisation.

Definitions:

Professional Learning (PL) encompasses

1. Staff induction (e.g. new staff, staff returning to work, staff taking on leadership roles).
2. Using multiple sources of feedback on staff effectiveness for both individuals and teams.
3. Customised individual staff PL plans based on College priorities, team priorities and the individual’s goals.
4. Quality PL to meet the needs of individuals and teams.

Intentions:

Our College will

1. Provide support for teachers to attain *Accreditation to Teach in a Catholic School*.
2. Ensure that induction and mentoring are aligned with VIT and Department of Education and Early Childhood development (DEECD) guidelines.
3. Ensure that PL reflects the Principles of Highly Effective Professional Learning.
4. Ensure that staff participate in an induction program that is aligned with their position in the school.
5. Require staff to align PL plans with College priorities as outlined in the *Strategic Improvement Plan* and the *Annual Action Plan*.
6. Develop a *Performance and Development Culture* and be accredited as such.



Consequences:

The College will

1. Support the ongoing formation of staff in order to enhance the Catholic identity of the school.
2. Support and provide opportunities for teachers to attain *Accreditation to Teach in a Catholic School*.
3. Encourage teachers to attain *Accreditation to Teach Religious Education*.
4. Require staff to have current, individually customised PL plans', informed by their annual *Objectives for Improvement Plan (OIP)* which will incorporate multi-source feedback.
5. Require team leaders to actively engage in formal and informal conversations, with the members of their team, about performance.
6. Require staff to participate in ongoing performance appraisal.
7. Offer quality PL.
8. Maintain a collection of contemporary professional literature and training resources for PL.
9. Support the development of the knowledge and skills of staff to enable them to enhance their professional practice.
10. Ensure that knowledge is maintained and shared within the organization.
11. Recognise, respect and draw upon the expertise and experience of staff.

Ratified: Board of Governance

Date: 26 June 2012