



PROFESSIONAL DEVELOPMENT POLICY

ASLA is committed to supporting high quality, relevant professional development for the teacher librarianship profession in Australia that addresses the Australian Professional Standards for Teachers. As defined by New South Wales Education and Standards Authority (NESA) 'Professional development refers to the processes, activities and experiences that provide opportunities to extend teacher professional learning.' ASLA acknowledges that professional development is necessary to remain well informed of new developments in schools and school libraries including changes in curriculum, pedagogy, technology and librarianship that arise from the context in which teacher librarians work and students learn.

ASLA is an endorsed provider of QTC professional development for the New South Wales Education and Standards Authority (NESA) and Australian Capital Territory Teacher Quality Institute (TQI).

Principles of Professional Development Professional development provided by ASLA can take a wide variety of formats such as conferences, workshops, forums, webinars and courses and is guided by the following principles:

- A. Continuous improvement: ASLA is committed to a policy of continual improvement both in the practice of teacher librarianship and in the quality of professional development. This involves continued evaluation, analysis of feedback data and improvements in response to the feedback.
- B. Australian Professional Standards for Teachers: All professional development offered addresses the Australian Professional Standards for Teachers.
- C. Relevance: Professional development needs to be relevant to the context of teacher librarianship. This is a broad field acknowledging existing knowledge, skills and understandings and aligned with curriculum requirements of the Education Act 1990.
- D. Flexibility, diversity and innovation: Professional development is innovative and up to date with major policy documents at both State and Federal levels.
- E. Evidence and expertise: Professional development is built upon reliable research, evidence-based practice and expertise, and contributes to the

development of research about what is effective professional development for teachers.

Delivery of Professional Development

To ensure delivery of high-quality professional development the following procedures are followed:

A. Responsibility: The responsibility for delivering and monitoring professional development is undertaken by the ASLA Board, with responsibility assigned to both the Professional Learning Project Team and the Executive Officer.

B. Roles:

The Professional Learning Project Team meets regularly to plan professional development for ASLA members. This includes surveying needs, auditing and assessing opinions and gauging interest of members. It includes discussing innovations and new directions of curriculum, pedagogy and librarianship. Agenda items will also include evaluating, analysing feedback data and considering improvements in response to feedback from previous professional development events.

C. Selection of Presenters:

Professional development presenters are selected based on the following criteria:

- recognisable qualifications and respect in their professional field.
- understanding the Australian Professional Standards of Teaching and their ability to demonstrate how their proposed professional development course will meet these standards.
- ability to demonstrate appropriate adult learning principles.
- completion of the required 'ASLA Professional Development Application.'

D. Course Content:

Professional development course selection is based on content that demonstrates reliable research and evidence-based practice. It is relevant, innovative and meets current ACARA legislation. ASLA Privacy, Workplace Health and Safety and Anti-Discrimination Statements are also considered in the selection of professional development content.

E. Quality Assurance: The high professional standard of courses is assured through the following principles:

- Completed application form for Presentation Proposal by the presenter.
- Follow-up email communication to ensure that the presenter has full understanding of the Australian Professional Standards of Teaching and how their course will fulfil the Standards.
- Evaluation of each course by participants as the course is completed.

- Evaluation considered by the Professional Learning Project Team and then fed back to the presenter to ensure a continuous improvement cycle

F. Collection of Data:

Members and non-members are eligible to participate in professional courses with the procedure as follows:

- Presenters selected.
- Course venue and details planned by Professional Learning Project Team
- Course is advertised.
- Executive Officer uploads course information on the NESAs and TQI online course register in line with the guidelines.
- Course is held.
- Executive Officer collects attendance data at the beginning with name, teacher number and school details.
- Executive Officer issues and collects completed evaluation data as well as issuing appropriate attendance certificates.
- Executive Officer uploads course participation information on the NESAs and TQI online register in line with the guidelines.

G. Advertising:

The responsibility for advertising lies with the ASLA Board, particularly the Professional Learning Project Team and the Executive Officer.

Advertising of professional learning is carried out in a wide range of avenues, including:

- social media,
- contact database emails,
- newsletters,
- websites.

H. Maintenance of Endorsement of QTC registered professional development:

The Professional Learning Project Team together with the Executive Officer will be responsible for maintaining the endorsement of QTC registered professional development by:

- uploading course information and teacher participation data to the NESAs and TQI online course registers in line with the guidelines.
- informing NESAs and TQI of any major changes to operations including a change of legal entity or a change of the President.
- ensuring participation in review activities at the request of NESAs and TQI

- maintaining competence with the endorsement criteria throughout the five-year period of endorsement.

I. Monitoring and Complaints:

The ASLA Board is responsible for monitoring and evaluating the implementation and effectiveness of this Statement, including the incorporation of any changes to legislation and standards on an annual basis. This statement will be reviewed annually in accordance with the Annual General Meeting.

If you wish to make a complaint about ASLA professional learning activities you may do so by providing your written complaint by email, letter or by personal delivery or you may make a complaint verbally to any of our Board members.

Contact details:

Australian School Library Association

Phone number: 0439 358 607

Email: asla@asla.org.au

Facebook: @ASLAOnline.

Twitter: @aslanational

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