

## National Professional Learning Entitlement

Professional learning entitlements and expectations for system leaders or advisors who work in middle-tier organisations to support schools or settings

Entitlement/expectation statements for system leaders or advisors	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)
1. As a system leader or advisor I am entitled to an individual professional learning journey supported by identified organisational, regional or national staff.	<p>A professional learning plan for the year ahead that:</p> <ul style="list-style-type: none"> <li>• benefits and meets the needs of colleagues in the organisations in which you work</li> <li>• consistently extends your knowledge, skills and understanding in your current role</li> <li>• provides you with autonomy to instigate, engage with and contribute to a range of activities that support the wider networks you are part of</li> </ul>	<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"> <li>• will benefit the needs of learners and other staff across the wider system (locally, regionally and/or nationally)</li> <li>• extends your knowledge, skills and understanding for future roles</li> <li>• provides opportunity to engage with, support and/or lead wider system activity, innovation and collaboration</li> </ul>
1. As a system leader or advisor I am expected to actively pursue and reflect on my professional learning journey supported by identified organisational, regional or national staff.	<ul style="list-style-type: none"> <li>• Committing to reflective engagement with your professional learning plan and associated activities.</li> <li>• Considering your own progress on your learning journey using appropriate professional standards to identify professional learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Using your professional learning log to predict your future needs and instigating further professional learning.</li> <li>• Sharing your reflections in your professional learning log with peers and identified staff from across the wider learning system to support</li> </ul>

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	<ul style="list-style-type: none"> <li>Using your organisational professional learning log to record your reflections on activities undertaken.</li> </ul>	<p>professional growth and support learning in schools or settings.</p>
<p>2. As a system leader or advisor 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"> <li>Accessing a relevant blend of professional learning provided through your organisation with the support of other identified stakeholders as appropriate.</li> <li>Support to undertake system-level enquiry into a range of identified priority areas.</li> <li>Purposeful collaboration for school or setting improvement with other identified organisations across the system.</li> </ul>	<ul style="list-style-type: none"> <li>Engaging in and contributing to professional learning provision within your organisation and beyond your organisation, for example to share thinking and practice.</li> <li>Engaging with and supporting local authority, regional and/or national enquiry programmes.</li> <li>Engaging in purposeful collaboration for school or setting improvement across the national and international system.</li> </ul>

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<p>2. As a system leader or advisor I am expected to:</p> <ul style="list-style-type: none"> <li>• identify and actively engage in an appropriate blend of professional learning activity</li> <li>• secure active engagement and ensure the positive use of the time allocated for professional learning in my organisation or team and, if appropriate, the schools or settings I support</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively engaging with and leading planned professional learning and supporting others' engagement across your organisation and organisations you support (including schools or settings where it is in your role).</li> <li>• Proactively leading and engaging in collaboration in your organisation to promote mutual learning.</li> <li>• Using your professional learning log to reflect on your development in relation to the appropriate professional standards and take an enquiring approach to improving your role-specific practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Being aware of further professional learning activities that are made available across the system and securing appropriate engagement.</li> <li>• Participating in and leading shared INSET or professional learning activities across your network of schools or settings (where appropriate).</li> <li>• Ensuring the evaluation of professional learning is an integral part of organisational and school or setting processes and collaborating with peers to enrich provision.</li> </ul>

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<p>3. As a system leader or advisor I am entitled to:</p> <ul style="list-style-type: none"> <li>• work in an organisation that sees itself as a learning organisation</li> <li>• work in an organisation that makes use of critical reflection on appropriate professional standards to reflect on and improve professional learning experiences for all</li> </ul>	<ul style="list-style-type: none"> <li>• Working in an organisation that engages in the reflective use of a learning organisation survey and responds accordingly.</li> <li>• Using appropriate professional standards to reflect on and frame professional learning activity to actively meet development needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders within the organisation 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.</li> <li>• There is shared responsibility for continued development as a learning organisation through a business-development plan that is based on self-critical use of self-evaluation, enquiry and the learning organisation survey.</li> <li>• Professional standards are used to inform collaboration within the organisation and across organisations to promote improvement and innovation.</li> </ul>

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<p>3. As a system leader or advisor I am expected to regularly consider:</p> <ul style="list-style-type: none"> <li>• my role in supporting my organisation as a learning organisation and supporting the schools or settings I work with in their development as learning organisations (where appropriate)</li> <li>• my role in terms of embedding the use of the professional standards in all aspects of professional development for all</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting the evaluation and development of your organisation and that of schools or settings you work with, using the learning organisation survey.</li> <li>• Contributing to the use of processes that promote the use of appropriate professional standards to support reflection and development.</li> <li>• Considering your improvement goals in relation to the professional standards and actively encouraging and supporting others in the use of the professional standards to identify professional learning needs that will inform professional progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in regular discussions based on the learning organisation survey and self-evaluation to consider how the organisation can be improved as a learning organisation.</li> <li>• Challenging your own practice at the sustained highly-effective practice end of the continuum of appropriate professional standards and encouraging others to do the same.</li> <li>• Engaging in peer reflection against the professional standards within your team or across the organisation in order to identify individual or mutual needs and working together to improve practice.</li> </ul>