INTRODUCTION
Kilparrin supports the ongoing professional learning of staff both within and outside their normal working hours.

The Training and Professional Support Policy outlines the
• processes for the implementation of the DECD Training and Professional Support Strategy (T&PSS)
• criteria and approval process for accessing financial support to attend training and professional development activities and to accrue hours under the T&PSS
• provision of professional development activities by Kilparrin staff
• relationship to the Kilparrin Performance and Development Policy.

TRAINING and PROFESSIONAL DEVELOPMENT SUPPORT STRATEGY
The DECD Training and Professional Support Strategy (T&PSS) recognises the strong link between heightened staff competencies and improved student learning outcomes.

The T&PSS Guidelines define:
• eligible staff and entitlement
• approved training and professional support activities
• approval process
• grievance procedures.

Definition of ‘outside normal working hours’
For eligible ancillary staff:
• any time beyond the limits of ordinary hours, but not including time for which an appropriate payment is made pursuant to a relevant award.

For teachers:
• any time beyond the limits of ordinary hours.

Scope of activities
“Professional development activities are relevant to the individual and may also relate to site, district [Region] and Department priorities and needs. The Strategy relies on the professional obligation of employees to ensure that the activities are of a professional nature and are intended to develop the individual’s capacity for current and future work within the Department.” (DECD Training and Professional Support Strategy Guidelines page 4)

DECD Training and Professional Support Strategy Guidelines (page 4) provide a list of professional development activities that may be appropriate.

ACCESSING FUNDING SUPPORT AND APPROVAL TO ACCRUE T&PSS HOURS
Staff complete the Kilparrin Application for Professional Development Support Form and forward it to the Curriculum and Professional Learning Committee, for approval, at least one week prior to the planned professional development activity.

Funding support may be approved where the intended outcomes of the professional development activity address Kilparrin’s priorities or those documented in the individual personal professional development plans of staff. On most occasions funding is approved for 50% of the registration cost.

There is a requirement for staff who have attended funded professional development to provide feedback to identified staff.
PROVISION OF PROFESSIONAL DEVELOPMENT
Professional development is a major component of the support Kilparrin provides for learners with sensory (vision and/or hearing) impairment and additional disabilities.

As part of the service offered to schools and preschools, professional development around the needs of the individual learner is regularly provided. Individually designed professional development sessions focus on the specifics of the individual child’s sensory loss and provide methodologies to increase, or maintain, their successful access to the curriculum. Training sessions are also provided to assist staff in the development of practical skills in areas such as communication, Orientation and Mobility, the creation of specific resources and the use of specialist software and applications.

Training and development activities are also offered to clusters of schools, regions and yearly at a state wide professional development day, provided by Kilparrin teachers. Topics presented aim to build capacity across DECD so that school staff are better able to support the complex needs of learners with sensory (vision and/or hearing) loss and additional disabilities.

RELATIONSHIP TO PERFORMANCE DEVELOPMENT
A direct link exists between this policy and Kilparrin’s Performance and Development Policy.

Performance and Personal Professional Development Plans describe the learning outcomes to be achieved in relation to the

- skills and experience necessary to fulfil the requirements of the position
- skills and experience required for career enhancement within the school/DECD.

Strategies to achieve stated learning outcomes may include participation in training and development activities.

REFERENCE

Document No. 4: December 2012 (Review approved at Staff Meeting 10 December 2012)
To be reviewed in 2014 or earlier if needed.