Academy Principles of Effective Professional Learning

Principle 1: Frameworks-based

Definition	What this means	Rationale
Academy professional learning develops teaching and leadership knowledge, practices, capabilities and dispositions associated with improved student learning.	Programs are underpinned by: • the Academy Leadership Excellence Framework • the Academy Teaching Excellence Model (ATEM) • other relevant leadership, teaching and learning frameworks.	Principle 1 reflects the Academy's strategic commitment to the *Academy Leadership Excellence Framework (ALEF)* and the *Academy Teaching Excellence Model (ATEM)*, answering the question: 'what are we trying to achieve?' The frameworks reflect best evidence on the skills, dispositions and capabilities needed for high-quality teaching and leadership. They were developed by the Academy in response to strategic requirements, are embedded in Academy professional learning by design, and are recognised as part of the Academy brand.

Principle 2: Mechanisms embedded

Definition	What this means	Rationale
Academy professional learning embeds evidence-informed mechanisms to raise the quality of teaching and leadership and improve student outcomes.	Programs: • build knowledge • motivate staff • develop teaching techniques • embed practice by including a range of learning mechanisms.	Academy professional learning uses evidence-based mechanisms to improve teaching and leadership, ultimately enhancing student outcomes. The Academy has adopted the Education Endowment Foundation (EEF) approach because it aligns with our goal of improving student outcomes through enhanced teaching. The EEF focuses on key "mechanisms" that, when applied, increase the impact on student outcomes.

Principle 3: Responsive

Definition	What this means	Rationale
Academy professional learning is context-driven, accessible, and designed for impact.	Programs are: • evidence-informed • responsive to the sector • responsive to the learner.	Principle 3 reflects the Academy's commitment to offering the right programs to the right participants in the right mode at the right time. It reflects the Academy's Operating Model intentional design approach to analysis, design, development, implementation and evaluation of excellent professional learning.

Victorian Academy of Teaching and Leadership