

# National model of professional learning



Professional learning must focus on the education professional as a learner and how this is related to and impacts upon the learning of children, young people and adults.

Professional learning should be:

- Challenging, and develop thinking, knowledge, skills and understanding
- Underpinned by developing skills of enquiry and criticality
- Interactive, reflective and involve learning with and from others.

Professional learning is informed and supported by professional standards and education policy.

Leadership of and for learning is essential to ensure it is well supported, promoted and sustained.

# A new model for partnership working



The new national model of professional learning identifies the key principles and features of effective learning that will build capacity and promote collaborative practices. The model provides a shared language and aspiration, informing the provision, structure and nature of learning. It also outlines the kinds of learning that will empower and enable you to best meet the needs of learners.

**It can be used by those leading, developing, providing and supporting learning in the following ways:**

Individuals	School and system leaders	CLPL providers
<ul style="list-style-type: none"><li>• as a starting point for dialogue about professional learning to identify own learning needs</li><li>• to support auditing of possible professional learning opportunities to ensure quality and relevance</li><li>• to ensure learning is related to and impacts on the learning of children, young people and adults</li></ul>	<ul style="list-style-type: none"><li>• to support and encourage a strong culture of learning, enquiry and collaboration</li><li>• to inform development of professional learning strategies</li><li>• as a tool to audit and support current provision, engagement and focus ensuring quality and relevance</li><li>• as a guide for planning professional learning provision, policies and practices</li></ul>	<ul style="list-style-type: none"><li>• as a guide for planning learning provision, policies and practices</li><li>• to inform the nature and purpose of learning and how this is structured, mediated and planned for</li><li>• to support communication of the quality of provision to prospective participants</li></ul>