

PROFESSIONAL LEARNING QUALITY PRINCIPLES

ACER acknowledges that professional learning occurs on a daily basis, formally and informally throughout a person's life. ACER's mission is **improving learning**. With our experience in research, data collection and analysis, and tailored courses, ACER can add value to individuals' learning and help improve practice at a larger scale. Through the ACER Institute, we offer professional learning activities designed for primary, secondary and tertiary level teachers and leaders, coaches, support staff, policy makers, data professionals and others who want to improve learning experiences and outcomes for students of any age and at any level.

NEEDS BASED

- 1 ACER professional learning activities are based on evidence of:
- participants' current performance context and available resources
 - participants' knowledge and capabilities

HIGH EXPECTATIONS

- 5 ACER professional learning activities set achievable high-level goals for all participants.

EVIDENCE INFORMED

- 2 The content of ACER professional learning activities is informed by evidence from:
- large scale data collections and international research
 - research into practices that have worked in similar settings

INCORPORATING FEEDBACK

- 6 ACER professional learning activities encourage and incorporate formal and informal feedback in multiple formats.

ACTIVE AND REFLECTIVE

- 4 ACER professional learning activities are focused on addressing participants' concerns using and modelling teaching and learning methods such as collaboration, action research, use of tools and frameworks, data analysis, presentations and reflection in a wider context.

PRACTICE ORIENTED

- 3 Whether online, blended or face to face, ACER professional learning activities are conducted in a social context, tailored to individual and local needs and designed to encourage immediate practice and sharing in participants' workplaces.

EXPERT PRESENTERS

- 7 ACER presenters and facilitators have deep content knowledge and teaching skills.

EVALUATING FOR IMPROVEMENT

- 9 ACER continually evaluates its professional learning activities to improve quality.

SUPPORTING CAREER DEVELOPMENT

- 8 ACER professional learning activities contribute to ongoing career development and in many cases can be credited towards qualifications.

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APPLYING THE PRINCIPLES

PRINCIPLE	Conferences	Workshops	Courses and extended programs
<p>1 ACER professional learning activities are based on evidence of:</p> <ul style="list-style-type: none"> • participants' current performance context and available resources • participants' knowledge and capabilities 	ACER identifies general needs and interests of audience.	ACER identifies participants' needs (often based on their students'/institutions'/system current performance and needs) before the workshop.	Participants identify their own professional learning needs based on their students'/institutions'/system current performance and needs, and share these with ACER.
<p>2 The content of ACER professional learning activities is based on evidence from:</p> <ul style="list-style-type: none"> • large scale data collections • research into practices that have worked in similar settings 	ACER brings together researchers and practitioners to present and discuss up to date findings.	<p>Content includes global evidence of successful practice and ACER reports.</p> <p>Participants may be offered special arrangements to access Cunningham Library and discounted rates for ACER resources and materials.</p>	Content includes global evidence of successful practice and ACER reports. Participants may be offered special arrangements to access Cunningham Library and discounted rates for ACER resources and materials.
<p>3 Whether online, blended or face to face, ACER professional learning activities are conducted in a social context, while tailored to individual and local needs and allowing opportunities for immediate practice and sharing in participants' workplaces.</p>	<p>Knowledge of participants' general contexts and needs informs program design.</p> <p>While presentations are in English, language proficiency is taken into account.</p> <p>Indigenous presenters and indigenous issues are included.</p>	<p>Knowledge of participants' specific contexts informs program design. While presentations are in English, language proficiency is taken into account.</p> <p>Participants have time to share new knowledge, try new practices and report back.</p> <p>Online systems, tools and resources meet user needs and are reliable.</p> <p>Indigenous issues are specifically included.</p>	<p>Online systems, tools and resources meet user needs and are reliable.</p> <p>While presentations are in English, language proficiency is taken into account.</p> <p>Indigenous participants are encouraged to attend.</p>
<p>4 ACER professional learning activities are focused on addressing participants' concerns using and modelling teaching and learning methods such as collaboration, action research, use of tools and frameworks, data analysis, presentations and reflection in a wider context.</p>	<p>Presenters use a range of formats including lecture, small group and individual interactions.</p> <p>ACER research, products and tools are incorporated. Quantitative and qualitative data are used frequently.</p>	<p>Participants encouraged to work together. Workshop introduces research, products and tools as appropriate. Presenters model good teaching practice and encourage deep learning.</p>	<p>Participants are encouraged to work together. Activities includes introduction to ACER products, tools and techniques for practitioner research, reflection and presentations from participants. Presenters model good teaching practice and encourage deep learning.</p>
<p>5 ACER professional learning activities set achievable high-level goals.</p>	ACER sets high standards for the quality of conference content and context.	Participants are encouraged to set explicit learning goals. Presenters set and support high expectations for participation.	Participants are encouraged to set explicit learning goals. Presenters set and support high expectations for participation.
<p>6 ACER professional learning activities encourage and incorporate feedback through written, verbal and video reflection.</p>	Feedback is collected in several ways, and acted upon when planning future conferences.	Feedback occurs amongst peers, and two-way between participants and tutors, using multiple modes.	Formal and informal feedback occurs amongst peers, and two-way between participants and ACER, using multiple modes. Assessment models good practice.
<p>7 ACER presenters and facilitators have deep content knowledge and teaching skills.</p>	Presenters, from ACER and externally, have strong research, teaching and/or leadership experience with excellent feedback from previous presentations.	<p>Presenters are drawn from ACER and have academic research and teaching experience with excellent feedback from previous work.</p> <p>Expert practitioners are invited to contribute as critical friends and presenters.</p> <p>A deep bank of quality presenters is available.</p>	<p>Presenters have academic research and teaching experience with excellent feedback from previous work.</p> <p>A deep bank of quality presenters is available.</p>
<p>8 ACER professional learning activities contribute to ongoing career development and in many cases can be accredited towards qualifications.</p>	<p>Where applicable, programs are accredited to Australian requirements and standards.</p> <p>CRM used to manage further relationships.</p>	<p>Where applicable, programs are accredited to Australian requirements and standards. ACER maintains relationships with participants.</p>	<p>Where applicable, programs are accredited to Australian requirements and standards. University credit arrangements are clear. ACER maintains relationships with alumni.</p>
<p>9 ACER continually evaluates its professional learning activities to improve quality.</p>	Evaluation considers the 4 levels of Kirkpatrick's* model.	Evaluation considers the 4 levels of Kirkpatrick's* model.	Evaluation considers the 4 levels of Kirkpatrick's* model. Feedback is gathered from lecturers, participants and employers.

*Kirkpatrick, D. L. and Kirkpatrick J.D. (2006). Evaluating Training Programs (3rd ed.). San Francisco, CA: Berrett-Koehler Publishers