Information Booklet

The information contained below is for teachers wanting to achieve Senior Teacher status by completing the Senior Teacher Professional Learning Program run by The Institute for Professional Learning. For other pathways to achieve Senior Teacher status refer to the Department’s Working in Public Education website.

Senior Teacher Role

Senior Teachers are experienced teachers committed to high quality teaching and ongoing professional learning. They use their experiences and skills to perform duties in addition to their normal teaching roles, including:

- contributing to curriculum development
- mentoring graduates, returning teachers and those trained overseas
- supervising pre-service teachers
- assisting in the professional learning of colleagues.

Benefits of becoming a Senior Teacher include:

- formal recognition of classroom experience and professional learning
- career advancement that allows teachers to stay in the classroom
- an increase in salary.

Find out more about the conditions and allowances of teaching in public schools: School Education Act Employees’ (Teachers and Administrators) General Agreement 2011

How to become a Senior Teacher

To be eligible for Senior Teacher, you need to:

- be employed as a permanent or fixed-term teacher with the Department;
- have full registration with the Teacher Registration Board of Western Australia;
- have completed a minimum of 12 months service at salary level 2.9; and
- have completed relevant professional learning or professional experience in the past five years which is approved by the Department.
Senior Teacher Professional Learning Program

You may start the Senior Teacher Professional Learning Program (STPLP) up to two years before reaching the top level of the teachers’ salary scale. The program is designed to develop skills and knowledge required of effective Senior Teachers.

The STPLP consists of four modules that need to be completed in sequential order within two years of applying to become Senior Teacher. In total 42 hours of professional learning are required. All modules are required to be completed.

**Module 1: Professional Engagement**
- Can be completed face to face or online.
- Face to face component consists of two days
- Online component runs over four weeks
- Delivered by the Institute for Professional Learning

**Modules 2 & 3: Individual Tailored Program (ITP)**
- ITP (12 hours per module – 24 hours in total)
- ITP to be approved by the Institute for Professional Learning before attending Module 4

**Module 4: Sharing Professional Practice**
- Can be completed face to face or online.
- Face to face component consists of one day
- Online component runs over two weeks
- Delivered by the Institute for Professional Learning

**Aims of the Senior Teacher Professional Learning Program**

Participants will:
- Participate in professional learning to fulfil the requirements of Senior Teacher
- Identify the professional contributions of Senior Teachers
- Engage in regular reflective and collaborative practice, within and beyond school.
- Commit to ongoing professional development of self and others

**Module 1** of the STPLP consists of two units which require you to engage in professional learning either face to face (two days) or online (four weeks).

**Aims for Unit 1**

Participants will:
- Develop their knowledge and understanding of the Australian Professional Standards for Teachers
- Support colleagues to review and interpret administrative and organisational requirements, policies and processes
- Identify the components that make up the Senior Teacher Professional Learning Program.
- Clarify the role of the Senior Teacher
Aims for Unit 2

Participants will:

• investigate current ‘best practice’ in assessment
• identify what makes professional learning ‘effective’ and options for future professional learning
• continue to build collegiate networks to support the growth of a Senior Teacher Professional Learning Community
• clarify the Individually Tailored Program element of the Senior Teacher Professional Learning Program and the requirements for Module 4

Modules 2 and 3

Modules 2 and 3 provide the opportunity to increase knowledge, skills and understandings about system initiatives that will ultimately enhance the learning outcomes of students.

You are required to prepare an Individual Tailored Program selected from the following:

a) participating in two days of self-selected external or Department run professional learning per module (in total 24 hours for both modules) and how you will apply this beyond your usual classroom role

Examples of programs currently on offer with The Institute that can be used towards Modules 2 and 3.

- Developing Mentoring Relationships
- Aspirant School Leader Program
- Effective Staff Development
- Facilitation Skills

b) obtaining recognition for professional learning (total 24 hours) that you have completed in the past five years and how you have applied this beyond your usual classroom role

c) obtaining recognition for on the job professional learning you have received from undertaking additional roles in school that are beyond your usual classroom role. You need to provide evidence of this professional learning and provide a letter from your Principal detailing your role at the school.
You will need to complete an Individual Tailored Program Application form available by visiting the Institute for Professional Learning, For Teachers web page and following the links to the Senior Teacher page. You will need to email the form including the required evidence to InstForProfessionalLearning.SeniorTeacherITP@education.wa.edu.au prior to attending Module 4. You will receive notification within a two week time frame if your application has been approved or if further evidence is required.

Examples of Individual Tailored Programs can be found on the next page.

**Module 4** of the STPLP requires you to engage in professional learning either face to face (one day) or online (two weeks)

**Aims**

Participants will:

- use a process where their own and other's professional contributions can be acknowledged
- build collegiate connections that progressively build a professional learning community and network group/s
- reflect on individual knowledge, skills and understandings in relation to the senior teacher role
- explore current system priorities and initiatives and their implications for the classroom
- consider the qualities of teacher-leadership and how this program might support career aspirations.

**Next Step**

Following completion of all four modules of the Senior Teacher Professional Learning Program, you are now able to complete the Application to become a Senior Teacher available from the Department’s Working in Public Education website.

*Please note that you must have received your STPLP Certificate as evidence to confirm you professional learning requirements before submitting the application form. Your ITP will support you to complete components of this application.*
Examples of Individually Tailored Programs

Example 1

I participated and contributed to a 5 day equivalent professional development program. The program involved using a combination of web based learning activities, face to face workshops, action learning tasks. Through the workshops I was required to use online discussion boards for advice, support and sharing of ideas and resources.

In addition to the program, I participated in working with a professional network over 3 months to access local expertise to develop a school based project, which also included a project summary using the GROWTH model. The aim of the professional development component of the course was to increase the understanding, skills and expertise of teachers working with students with an Autism Spectrum Disorder.

Example 2

Following the opportunity to attend ‘Leading Teaching and Learning’ Professional Learning (PL) in 2012 I used research to improve my teaching practice and thereby improve student learning. In January 2013 I was given the role of Learning Leader for the Senior Block (6 + teachers). This involved planning, leading and coordinating Senior Block collaborative meetings once a fortnight, 2/5ths of these in my own time.

Leading this group involved guiding the group to produce norms for meetings and encourage their use, developing a common Literacy Block and, following the leadership of the Principal and the PL attended, leading group discussion on explicit teaching and how can incorporate this into our classrooms.

I attended a one day seminar in April 2013 and began embedding some of the beliefs I gained from this seminar into my teaching work. I shared this professional learning and understanding with my group and invited colleagues to observe me putting this in to practice in my classroom.