



# Redlands Professional Learning 2025

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# OVERVIEW

Our Professional Learning Plan summarises the range and intersectionality of our Professional Learning Program for staff in 2025. Intended to support our team by guiding our work, this central document will also allow us to identify gaps for future programming, define learning outcomes and evaluate our offerings annually.

At the heart of the 2021-2025 Strategic Plan is a continued commitment to professional learning outcomes that flow through until the end of 2025. In addition to this strategic intent, the effective operations of the School require the inclusion of mandatory training and skill development to ensure staff have the requisite competencies to complete their duties and to meet our compliance and governance obligations.

## KEY DIMENSIONS



## OUR APPROACH TO PROFESSIONAL LEARNING IN 2025

Our approach to professional learning (PL) in 2025 nurtures and celebrates our collaborative culture by ensuring our plan is balanced across the following domains:

### SIGNALLING INTEREST

We ensure staff are informed about available learning opportunities and understand how to express their interest in them. As we now have a consistent approach to Professional Growth Plan (PGP) conversations and PL applications, these tools can be further leveraged by staff to signal their intention and direction for professional growth.

### SELECTION PROCESS

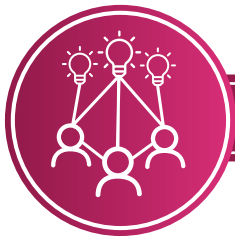
We clearly define the intended audience, criteria and steps for selecting staff for professional development opportunities, making the process transparent and fair.

### SUPPORT

We communicate the range of support Redlands provides, including financial assistance, time off and access to resources, so staff know what's available to them as part of our Employee Value Proposition (EVP).

### SHARED LEARNINGS

We create regular channels for staff to share their professional development experiences with the wider community.



# 1. TEACHING AND LEARNING

## 1.1. Curriculum

Teachers and academic leaders access sessions with AISNSW and NESA for guidance in implementing new curriculum. Time release, courses and / or PL Day sessions are offered to relevant teams in the year prior to implementation of new curriculum.

Courses due for implementation in 2026 requiring PL in 2025:

- Stage 6 English Standard
- Stage 6 English Advanced
- Stage 6 English Extension 1 and 2
- Stage 6 Mathematics Standard
- Stage 6 Mathematics Advanced
- Stage 6 Mathematics Extension 1
- Stage 6 Mathematics Extension 2
- Stage 4 Technology
- Stages 4-5 Music
- Stages 4-5 Dance

Support for academic leaders and teachers is negotiated with Subject/Year Coordinators to ensure adequate resourcing and opportunities for collaborative planning. Network meetings are also scheduled each term and relevant academic leaders are invited to attend, collaborate and present. These include the North Shore Curriculum Leaders Network and the AHISA Directors of Studies Networks. Staff are supported with time release as required.

**AUDIENCE** Relevant Academic Leaders and Teachers

**RESPONSIBLE EXECUTIVES** Director of Learning and Growth and Heads of Section

## 1.2. Pedagogy

There is a renewed focus on the core pedagogy within the Redlands Learning Platform through an ongoing Cultures of Thinking Inquiry Action Partnership with Simon Brooks as follows:

- Aiming for fulltime teachers to complete a Harvard Project Zero course within their first 2 years of employment. Subject Coordinators are responsible for recommending timing and courses to ensure a balance of expertise across their team, in consultation with the Director of Learning and Growth.
- A guest speaker for Project Zero will provide ongoing guidance to all teachers with scaffolded PL sessions.
- The Teacher Mentoring Program will focus on Cultures of Thinking with all new teachers as a reflective tool. New teachers are provided with an instructional coach who meets fortnightly to reflect on their approach and observe lessons in the form of a learning walk.
- The Student Voice Survey will also focus on the 8 Cultural Forces along with the Australian Institute for Teaching and School Leadership (AITSL) professional teaching standards.
- The Innovative Teaching Fellowship is offered to 1-2 teachers with view to sharing and embedding learnings. Expressions of interest are submitted throughout Term 3.
- TeachMeets are scheduled for each term on a Monday afternoon to provide an opportunity for teachers to gain insight into colleagues' practice and reflect on the Teaching and Learning priorities for 2025. Academic Deans select presenters in consultation with team leaders.
- Teachers are also encouraged to present at external TeachMeets within our network as they arise.
- New teachers without Harvard Project Zero Training will join an Inquiry-Action team with Simon Brooks. They will receive a full day of training and reflection over the year.

**AUDIENCE** New Teachers

**RESPONSIBLE EXECUTIVES** Director of Learning and Growth and Heads of Section

### 1.3. Assessment

There is a renewed focus on innovative assessments that align with Harvard's Teaching and Learning for Understanding, University of New South Wales (UNSW) Gifted Education Research, Resource and Information Centre (GERRIC) and our own criteria for innovation based on our Delphi study from 2023. The goal is to foster deep, transferable understanding by having students apply their knowledge in meaningful ways to new situations and in doing so, developing adaptive expertise.

- All academic leaders to complete Harvard's Teaching and Learning for Understanding within their first 2 years of employment.
- Focus on inclusive assessment with 'low floor and high ceilings' through continued support from UNSW GERRIC and selected staff champions completing Mini Certificate of Gifted Education (Mini-COGE).
- Internal PL provided by our Innovation and Entrepreneurial Learning Strategist with academic leaders.

The relevant academic Dean will closely monitor and guide the creation of assessment notifications to support ongoing alignment. Our approach to assessment will become more visible as dynamic reporting progresses and will become an important aspect of community perception of our Teaching and Learning platform and potential point of difference.

**AUDIENCE** All Teachers

**RESPONSIBLE EXECUTIVES** Director of Learning and Growth and Heads of Section

### 1.4. Student Voice and Teacher Professional Learning

Regular student voice surveys will serve as a key tool for teacher professional learning; offering valuable insights into the structure and delivery of every course across five key domains:

1. Learning Outcomes & Understanding
2. Relevance & Engagement
3. Learning Environment & Inclusion
4. Feedback & Growth
5. Thinking & Reflection

**AUDIENCE** All Teachers

**RESPONSIBLE EXECUTIVES** Director of Learning and Growth and Heads of Section

### 1.5. Instructional Coaching and Mentoring

The Redlands Teacher Mentoring and Coaching Program fosters the 4 Cs: Connect, Celebrate, Coach and Challenge. Team Mentors build trust, form strong relationships, provide 1:1 operational guidance and facilitate connections within the School. Instructional Coaches offer strategic guidance by providing opportunities to unpack the Redlands Learning Platform and observe a range of practice across the School to develop holistic organisational awareness and familiarity with Redlands' ethos.

- Team Mentors receive free coffee each fortnight to have with their mentee offsite at Cafe 57 or the Sunflower Lounge.
- Instructional Coaches receive no covers for the term in which they're coaching and a one-off payment upon successful completion of the program with a group of up to 5 staff.
- New teachers and early career teachers do not receive covers in their first term at Redlands to provide time and space for the program.

**AUDIENCE** New Teachers, Early Career Teachers and selected Team Mentors / Instructional Coaches

**RESPONSIBLE EXECUTIVE**  
Director of Learning and Growth

### 1.6. Voluntary Teacher Accreditation (Experienced Teachers)

Teachers pursue Experienced Teacher accreditation to advance their professional skills, gain recognition for their expertise and unlock new career opportunities. This process supports their growth as leaders, enhances job satisfaction, and enables them to drive positive changes in their schools. Redlands supports candidates by providing an accreditation coach, fortnightly breakfast meetings and a half day release to peer check evidence.

**AUDIENCE** Teachers (Opt-in)

**RESPONSIBLE EXECUTIVE**  
Director of Learning and Growth



## 2. STUDENT WELLBEING

### 2.1. Youth Mental Health First Aid

Youth Mental Health First Aid training is offered to Pastoral Care Leaders and other interested staff through our School Counsellors, who are all certified trainers. Our goal is to exceed 10% of Redlands Staff as fully trained so we can commence training of Student Wellbeing Ambassadors.

**AUDIENCE** Pastoral Care Leaders and other interested and appropriate Staff

**RESPONSIBLE EXECUTIVE**  
Head of Secondary School

### 2.2. In Your Skin

Respectful Relationships and Consent training for all staff involved in facilitating this curriculum annually.

**AUDIENCE** Pastoral Care Leaders and Year 6-12 Staff

**RESPONSIBLE EXECUTIVES**  
Deputy Principal and Heads of Section





## 3. STAFF WELLBEING

### 3.1. Mental Health First Aid

Aligned with our Redlands Wellbeing Strategy, team leaders are supported in building skills to support them in appropriately supporting staff across mental health issues and in creating a workplace that supports all staff in wellness and positive mental health outcomes. This will be extended to all staff to ensure all our people are enabled and supported at work. Could be supported by Blueberry Institute or another provider.

**AUDIENCE** Team Leaders

**RESPONSIBLE EXECUTIVE**  
Director, People and Culture

### 3.2. Whole of Staff Wellbeing Program (Blueberry Institute)

Commencing with our Middle Leaders in early 2025, this best practice wellbeing program will be launched to all staff in mid 2025.

Key Learning Objectives:

- Define what wellbeing is, work through the core wellbeing and mental health language and terms, including: wellbeing, wellness, stress, burnout, mental health, mental illness.
- Share the performance benefits of why wellbeing is an investment and enabler, rather than a reward or luxury.
- Discuss what wellbeing means to us and the language that resonates with us and our needs.
- Share a menu of supporting resilience skills, strategies and resources that promote and protect wellbeing.
- Skills training in pressure, stress, stress management and healthy coping strategies.
- Energy management skills and daily wellbeing practices.

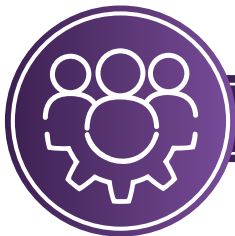
The online training modules (60-90min each) would include:

- Understanding stress and healthy stress management strategies.
- Job crafting my work.
- Emotional agility strategies and skills.
- Energy Management strategies and skills.
- Self-care and social wellbeing support systems.

**AUDIENCE** All Staff

**RESPONSIBLE EXECUTIVE**  
Director, People and Culture





## 4. LEADERSHIP DEVELOPMENT

### 4.1. Building Self-Awareness, Communities and Team Culture

Tracey Ezard will provide Redlands with a combination of The Buzz and Ferocious Warmth Programs. Leaders will learn to balance empathy and accountability in leadership to build trust and create a positive, high-performing team culture. Leaders will explore strategies for developing a dynamic team culture, enhancing collaboration and sustaining motivation to achieve meaningful impact.

- Diagnostic testing of school learning culture
- Full day Master Class
- 4 x 60 Minute Sessions as a critical friend

#### **AUDIENCE**

Master Class: Middle, Senior, Executive Leaders  
60 Minute Sessions: All Staff

#### **RESPONSIBLE EXECUTIVES**

Director of Learning and Growth and Heads of Section

### 4.2. Building Research Skills, Efficacy and Organisational Awareness

After refining the Change Lab model for our specific context with UTS, we are now prepared to train staff in implementing this innovative mixed-method approach. This will enable us to capture the voices of students, staff and parents on various issues as they arise and map these to our whole School activity system. Staff who volunteer to lead these initiatives will receive training from UTS and will be listed as co-authors on any resulting publications. Participants will be granted time release for their involvement, with selection based on a combination of nominations and expressions of interest. Staff will attain a holistic understanding of the Redlands context and a research-based approach to strategic change in schools.

**AUDIENCE** All Staff (Opt-in)

#### **RESPONSIBLE EXECUTIVE**

Director of Learning and Growth

### 4.3. Collaborative Leadership Advancement

The Redlands Middle Leaders Professional Learning Framework (MLPLF) enhances middle leaders' growth and efficacy by focusing on key themes: knowledge acquisition, skill development, collaboration, coaching/mentoring, reflective practices, action research and leading school improvement projects. The program offers a tailored, menu-based approach to professional development, addressing individual needs through three dimensions: developing self, learning from others and self-driven learning. This framework aims to improve leadership capabilities and enhance student outcomes with reference to the AITSL Middle Leader Standards.

Through the reflection collected within this program, an aspiring Redlands leader online course will be created and annually updated as a bespoke LinkedIn learning pathway. Aspiring leaders can complete this to signal their interest in leadership and learn critical skills as defined by our current group of leader participants.

**AUDIENCE** Middle and Senior Leaders (Opt-in)

#### **RESPONSIBLE EXECUTIVES**

All members of the Executive

### 4.4. Lunch and Learn Program

An opportunity for all staff to share their learnings and insights with staff over a catered lunch to support knowledge sharing. This will also inform staff choices around development opportunities in their own PGP. This program would rotate monthly with attendance on Junior and Senior Campuses. The program may also include an external guest speaker, as appropriate.

**AUDIENCE** All Staff (Opt-in)

#### **RESPONSIBLE EXECUTIVES**

Director of Learning and Growth and Director, People and Culture

#### 4.5. Highly Accomplished and Lead Teacher Accreditation

This process is designed to recognise and reward outstanding educators who demonstrate leadership, innovation and a commitment to student success. By completing this accreditation, teachers engage in advanced professional learning, develop strategic leadership skills, and contribute to school-wide improvement initiatives. The benefits include enhanced career opportunities, increased professional recognition, and the ability to drive positive change within the educational community, ultimately leading to improved student outcomes and a more impactful teaching practice.

Redlands encourages and supports staff in achieving this professional milestone through weekly collaborative breakfasts, professional coaching and a half day of time release per module.

**AUDIENCE** Teachers (Opt-in)

**RESPONSIBLE EXECUTIVE**  
Director of Learning and Growth

#### 4.6. Leadership Courses

The AIS Leadership Centre Courses are offered to individuals to grow and inspire leadership through quality leadership programs. AISNSW also supports school leaders through services such as whole school or targeted reviews; identification of areas needing embedded school improvement; devising of individual educational research projects and using available data to make better decisions. The following courses are available to staff who express interest through their PGPs, PL applications and formal Expressions of Interest (EOIs).

- [Preparing for Leadership](#)
- [The Adaptive Leadership Framework: The Balcony and the Dancefloor](#)
- [Middle Leaders](#)
- [Senior Leaders](#)
- [The Flagship Program](#): Offered to 1 staff member per year based on an internal application process. Upon successful completion of the course, an invitation to the annual ACEL conference will be extended. This program requires the Principal's approval.
- [Emerging Leaders Course for IT Professionals](#): Offered to 1 staff member of the Digital Services Team each year.

**AUDIENCE** Aspiring, Middle and Senior Leaders (Opt-in)

**RESPONSIBLE EXECUTIVES**  
All members of the Executive

#### 4.7. Leadership 360 Reviews

The Voice Project 360 reviews offer leaders detailed, multi-perspective feedback on their performance, highlighting strengths and areas for development to enhance their overall leadership effectiveness and impact. We aim for all leaders to have a 360-degree review in consultation with their team leader over a 5year cycle.

**AUDIENCE** Selected Middle and Senior Leaders

**RESPONSIBLE EXECUTIVE**  
Director of Learning and Growth



## 5. DIGITAL SKILLS

### 5.1. Microsoft Learn and Office 365 Online Training Hub

Equip staff with essential skills to effectively utilise Microsoft Learn and Office 365 tools, enhancing productivity, collaboration, and engagement in their roles. Participants will learn to leverage these platforms for continuous learning and create impactful projects while managing communication with students and colleagues effectively.

MS LEARN

OFFICE 365

**AUDIENCE** All Staff (Opt-in)

**RESPONSIBLE EXECUTIVE**  
Director of Digital Innovation

### 5.2. Artificial Intelligence for the Workplace (AI)

Keynote speaker, Leon Furze, Professional Learning Day, January 2025.

**AUDIENCE** All Staff

**RESPONSIBLE EXECUTIVE**  
Director of Digital Innovation

### 5.3. Canva

Equip educators with the skills to create engaging and visually appealing educational content, including lesson plans, infographics, presentations and videos.

**AUDIENCE** All Staff (Opt-in)

**RESPONSIBLE EXECUTIVE**  
Director of Digital Innovation

### 5.4. Clipboard

Train staff to efficiently manage and track student participation in cocurricular activities, ensuring comprehensive records of student engagement. Facilitate the seamless organisation and scheduling of cocurricular activities, ensuring effective communication with students and parents.

**AUDIENCE** Cocurricular Staff (Opt-in)

**RESPONSIBLE EXECUTIVE**  
Director of Digital Innovation

### 5.5. Student Information System (Engage / Other)

Empower staff to manage student information effectively, including enrolment, attendance and academic records, ensuring data accuracy and accessibility.

**AUDIENCE** All Staff (Opt-in)

**RESPONSIBLE EXECUTIVE**  
Director of Digital Innovation

### 5.6. Learning Management Systems

Enable educators to create and manage interactive and personalised learning experiences, fostering student engagement and collaboration.

Support curriculum planning and assessment through tools for curriculum mapping, rubric assessments, and continuous feedback.

Provide tools for tracking student progress and performance, enabling data-driven decision-making to improve educational outcomes.

**AUDIENCE** All Staff (Opt-in)

**RESPONSIBLE EXECUTIVE**  
Director of Digital Innovation

### 5.7. Adaptive

Training provided to all budget holders by the Finance team in the required use of Adaptive to manage and track their budget.

**AUDIENCE** Budget Holders

**RESPONSIBLE EXECUTIVE** CFO



## 6. MANDATORY TRAINING

To follow is a useful reference guide for relevant mandatory training requirements for schools

[CLICK HERE](#)

### 6.1. Child Safeguarding

Annual refresher on Child Safeguarding at Redlands in the context of mandatory reporting obligations and the reportable allegations scheme.

**AUDIENCE** All Staff

**RESPONSIBLE EXECUTIVE** Deputy Principal

### 6.2. Code of Conduct, Professional Boundaries, including Anti-Bullying and Sexual Harassment

Annual refresher on our Staff Code of Conduct, professional boundaries and our Anti-Bullying and Sexual Harassment policies and obligations.

**AUDIENCE** All Staff

**RESPONSIBLE EXECUTIVE**  
Director, People and Culture

### 6.3. Work Health and Safety (WHS)

Annual WHS refresher including emergency awareness training, reference to WHS Committee, mechanisms for reporting incidents and WHS concerns.

**AUDIENCE** All Staff

**RESPONSIBLE EXECUTIVE** Deputy Principal

Annual Warden training.

**AUDIENCE** Emergency Control Organisation team (ECO) and all Wardens

**RESPONSIBLE EXECUTIVE** Deputy Principal

### 6.4. First Aid, CPR and Anaphylaxis

Annual refresher on the following:

- First Aid (HLTAID011), three-year certification
- Recognition and management of anaphylaxis (RAMOAP)
- Cardio Pulmonary Resuscitation (CPR)

**AUDIENCE** Staff who work with children (including, Digital Services, Library Staff, Property Services, Canteen, etc)

**RESPONSIBLE EXECUTIVE**  
Director, People and Culture

### 6.5. Responsible Service of Alcohol (RSA) and Food Safe Handling

Refresher on RSA and Food Safe Handling

**AUDIENCE** Canteen Staff

**RESPONSIBLE EXECUTIVE** CFO

### 6.6. Safe Use of Machinery

Refresher on Safe Use of Machinery

**AUDIENCE** Property Team (including High Country Campus)

**RESPONSIBLE EXECUTIVE** CFO

### 6.7. Fraud and Corruption Control

Refresher on Fraud and Corruption Control

**AUDIENCE** All Budget Holders and Finance Team

**RESPONSIBLE EXECUTIVE** CFO

### 6.8. Conflict of Interest and Whistleblower Obligations

Refresher on Conflict of Interest and Whistleblower Obligations

**AUDIENCE** All Staff

**RESPONSIBLE EXECUTIVE** Deputy Principal

### 6.9. Cybersecurity

Refresher on Cybersecurity

**AUDIENCE** All Staff

**RESPONSIBLE EXECUTIVE** Director of Digital Innovation



## 7. PERSONALISED AND FLEXIBLE LEARNING

### 7.1. LinkedIn 'In Flow' Learning

Based on the success of our 2024 pilot with professional and support staff, our enterprise license with LinkedIn Learning has proven effective in delivering bespoke, high-quality courses with 'in the flow' access. This opportunity is available to all staff in which they will be encouraged to make use of their personal online AI Growth Coach to define their individual professional needs and opportunities for development. Time and training will be provided to support staff as appropriate.

A Redlands library of custom micro-credentials will also be developed to provide staff with tailored Redlands programs that are context and role specific. Our leaders will be encouraged to create courses that meet the needs and priorities of their teams.

**AUDIENCE** All Staff (Opt-in)

**RESPONSIBLE EXECUTIVE**

Director of Learning and Growth

### 7.2. Individual Professional Learning

Redlands provides continuous opportunities for staff to discuss their individual learning needs with their team leaders through the PGP process. Staff can **apply** for specific professional learning opportunities as they arise by aligning the opportunity with one of our strategic drivers. Upon approval, staff receive support in the form of time release, transportation, accommodation and booking arrangements as required. Staff are encouraged to share their learnings with their teams and the broader community upon their return.

**AUDIENCE** All Staff (Opt-in)

**RESPONSIBLE EXECUTIVES**

All members of the Executive

### 7.3. Professional Growth Plans

All staff have 3 professional growth conversations per year with their team leaders. This is an opportunity to reflect on a range of professional learning and growth prompts as chosen by both individual staff members and their team leaders. These career-focused conversations involve a structured approach to support professional growth and align with our School's values. A summary of the conversations will be provided to staff and submitted to People and Culture as a record of staff commitment to professional development and achievement of professional goals.

**AUDIENCE** All Staff

**RESPONSIBLE EXECUTIVE**

Director of Learning and Growth

### 7.4. Strategic Projects

In addition to their individual Professional Growth Plans (PGPs), School Leaders at Redlands propose Strategic Projects aligned with our School's goals. This initiative provides a structured opportunity for professional growth through collaborative efforts and reflective practices for all staff as a community of learners. Focussed on keeping people inspired, involved, interested and informed, strategic projects are an opportunity to connect and act in alignment with our strategic drivers.

- **Dedicated Time and Space:** Four Monday afternoons each year are set aside for staff to work on these projects, offering time for focused reflection and action on the strategic vision of our Middle and Senior leaders.
- **Collaborative Environment:** Staff work together, building connections across roles and departments to explore new ideas and solutions.
- **Adaptive Expertise:** The projects encourage staff to develop leadership skills, manage ambiguity and engage in continuous improvement through the ASDA framework - Act, Sense, Decide, Adapt.
- **Innovation and Risk-Taking:** The initiative aims to foster a supportive environment where staff can take risks, share ideas and drive innovative changes for school improvement.

**AUDIENCE** All Staff

**RESPONSIBLE EXECUTIVE**

All members of the Executive

### 7.5. Further Education Assistance

All permanent, full-time and part-time employees are eligible to apply for **educational assistance** once they have successfully completed their probation period. For educational assistance to be provided, the studies must be directly relevant to the employee's future or current career with the School. All eligible employees are entitled to financial study assistance for approved courses of study. The School will reimburse employees up to 33% of the cost of each completed modules/subject, unless otherwise approved by the Principal.

**AUDIENCE** All Staff (Opt-in)

**RESPONSIBLE EXECUTIVE** Principal

### 7.6. Executive Leadership Coaching

Executive staff can apply for external coaching to support their leadership practice. This coaching aims to enhance their skills and help navigate complex roles. Applications should be made directly to the Principal.

**AUDIENCE** Executive Staff

**RESPONSIBLE EXECUTIVE** Principal

### 7.7. MQU Micro-Credentials

In partnership with MQU Institute of Applied Technology, a range of bespoke micro-credentials will continue to be developed and offered to staff including the following **MQU Micro-credentials** which are already available to staff.

**AUDIENCE** All Staff (Opt-in)

**RESPONSIBLE EXECUTIVE**  
Director of Learning and Growth

### 7.8. Teacher Training Australia

All teachers will have ongoing access to Teacher Training Australia (TTA) online courses for flexible and personalised professional learning. As Australia's largest independent provider of teacher professional development, TTA offers high-quality, relevant courses featuring world-leading educators. With presenters who are either practising teachers or industry experts, all courses are carefully vetted by curriculum specialists to ensure they meet the highest standards of quality and relevance. This offers an excellent opportunity for our teachers to engage in professional growth at their own pace, tailored to their specific needs and interests.

**AUDIENCE** All Teachers

**RESPONSIBLE EXECUTIVE**  
Director of Learning and Growth



Redlands, Sydney Church of England Coeducational Grammar School  
272 Military Road, Cremorne, NSW 2090  
P: 02 9909 3133

[redlands.nsw.edu.au](http://redlands.nsw.edu.au)