

Translating Values & Purposes into Protocols: Professional Learning Teams

Adapted from work by Muffy Hand (muffyhand@bigpond.com)

CONTEXT: we are engaged in Professional Learning Teams <i>with a focus on</i>	
VALUES/VISION DRIVEN OBJECTIVES: coaching so what?	
<p>The PLTs are the main focus for the school-based professional learning program. They will help us to improve student enthusiasm, confidence and achievement in the following areas (depending on the year level focus):</p> <ul style="list-style-type: none"> • literacy (reading, writing, speaking and listening) • numeracy • student well-being • staff well-being • technologies • science • units of Inquiry • Australian Developmental Curriculum <p>We want to use PLTs to achieve these goals by enhancing the effectiveness and efficacy of all teachers and teams.</p>	
WHAT ARE THE PROFESSIONAL GIVENS (the ‘non-negotiables’)	
<ul style="list-style-type: none"> • Improving student engagement, learning and development are school/ Network priorities • Improving student achievement in literacy & numeracy are key school/Network goals • Improving staff well being around the college (mental, physical, emotional social etc) • Research based approaches to learning & teaching are fundamental to school improvement • Teacher efficacy & effectiveness are the most significant contributors to student achievement • Professional Learning Teams are a key strategy to support the efficacy & effectiveness of all teachers & teams • All teachers at the school are involved in Professional Learning Teams & committed to continuous professional improvement • For the Professional Learning Teams to be effective, there needs to be a shared sense of ownership by all participants and observance of best practice in collegiate learning/support 	
Teacher & team behaviours, attitudes and actions that reflect our values and support the achievement of our objectives....our “do’s”	Teacher & team behaviours, attitudes and actions that dishonour our values and undermine the achievement of our objectives.....our “avoids”
Do’s	Avoids (How we could stuff it up)
Teachers	Teachers
Teams	Teams
Facilitators	Facilitators
Initiatives that will support us in demonstrating the “do’s” and avoiding the “avoids”	
E.g. Observation protocols; explicit goals for the PLTs	
Self management: How will we take responsibility for the implementing of these protocols & holding ourselves accountable	What do we expect from leadership when the protocols are not being observed