

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 |
| | |