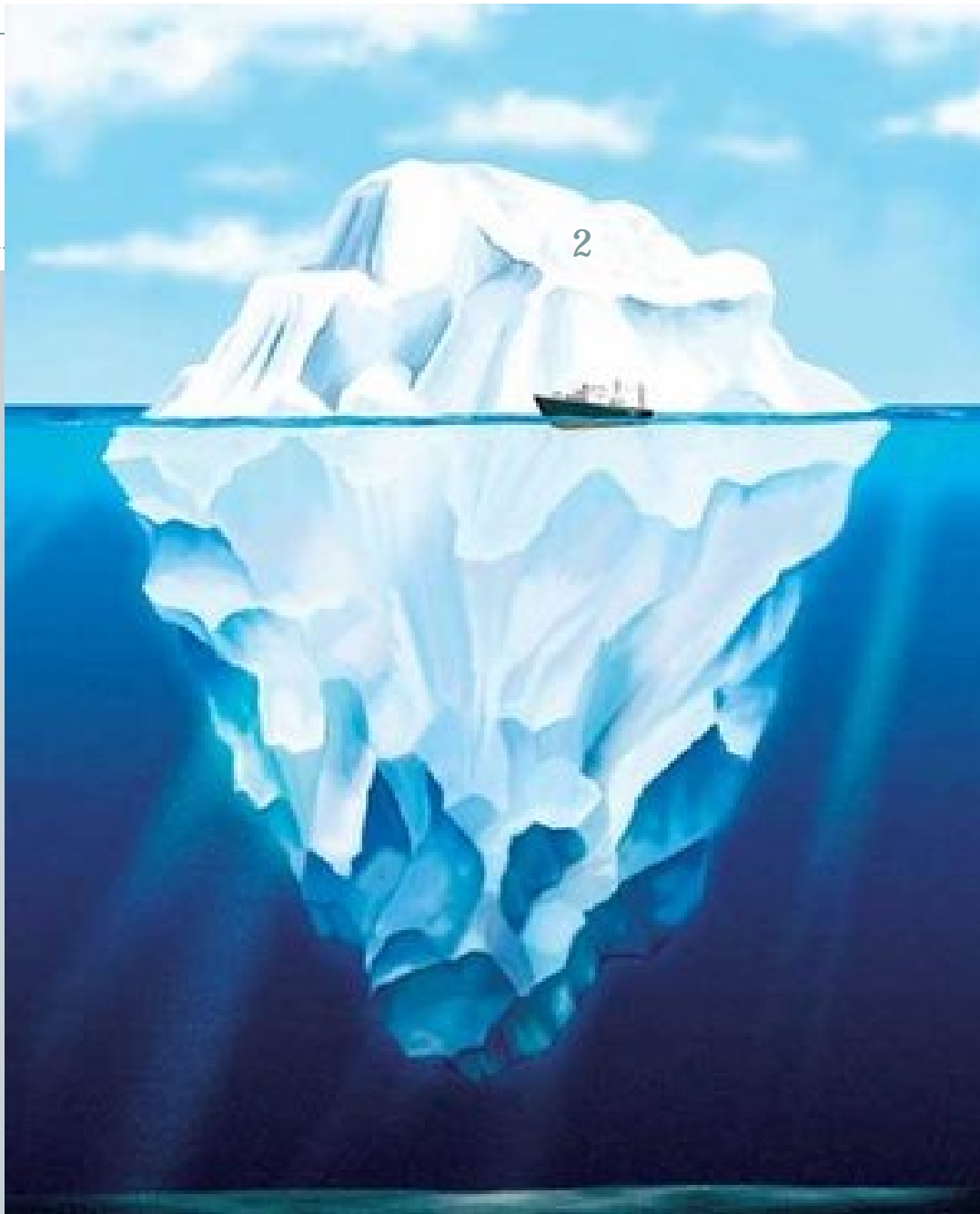


# Deputy Principals' Conference

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## **PROFESSIONAL LEARNING AND STUDENT ACHIEVEMENT**

**SEPTEMBER 2009**





# Workshop Outline

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- **Today's workshop outcomes.**
- **Your contribution to your own professional learning and others. Personal and Group responsibility**

# Introduction

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- **Activity:**
  - Think of the **worst** professional learning experience you have had?
  - What made it memorable?
  - Write comments on paper

*You have 2 minutes each in groups of four (4)*

## **Worst features of PL from DPs**

- Poor presenters / monotone/ patronising/ no passion
- Lack of clear outcomes
- Death by PowerPoint
- Poor preparation/ no variety
- No answers or practical strategies
- Relevance and value missing
- Boring reading the PowerPoint
- Told us what was already known
- Presenters not walking the talk
- No relevance to the school situation
- Sales pitch/ I'm the expert
- Technology that cannot be worked
- Not enough time allocated

## **Best features of PL From DPs**

- Good Planning /integration/structure
- Value Teacher input
- Allocate time
- Collaborative / interactive
- Develop critical mass
- Acknowledging and sharing leadership of professional learning
- Shared vision
- Pilot projects/ limited scale to evaluate success
- Evaluation/reflection/accountable
- Fun and simple
- Solutions driven
- Meeting staff needs

- If we know what works .....
- Then why is **good** professional learning so hard????
- Q?????

- So what should we do to make professional learning **effective:???**
  - **to improve teacher learning and quality**
  - **to lift student achievement**
  - **SCLF headings**

# What should we do to make PL work

from DPs

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- **Have specific outcomes and indicators**
- **Development of appropriate and relevant content to teachers work**
- **Inter school PI/ cross faculty**
- **Create a product /have a result**
- **Prioritise and be purposeful**
- **Sense of timing**
- **Inclusive of all**
- **Accountable**
- **Ongoing**
- **Peer involvement in design/ develop ownership**
- **Celebration of achievements**
- **Have fun**
- **Build a positive culture/ encouragement/ acknowledgement/ support from the top**
- **Collect and analyse data**
- **Use school expertise**
- **Action research**
- **Sharing by people who attend conferences**
- **KISS**

# Educational issues

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- **Variety of strategies /activities used to convey information**
- **Informative, innovative, expert knowledge/ current research**
- **Contextual/purposeful/outcomes based**
- **Provide information and motivation to change**
- **Relevant**
- **Relevant to each stage of development and learning style**
- **Mix of practice and theory**
- **Solutions oriented**
- **Presenter is organised, enthusiastic, knowledgeable**
- **Thought provoking**

# Organisational

developed by Deputy Principals

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- Well structured/ organised/ informative
- Good venue, timing , set up
- Well prepared
- Provide presentation material
- Time to think and reflect on material
- Practical material to take away with you
- Event seen to be significant and valued

# Personal

developed by Deputy Principals

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- Use of humour
- Inspiring
- Motivating
- Passionate
- Be inspired to inspire other
- Be developed as a person
- Just in time learning
- meets personal learning needs
- Presenter is personable and listens to audience

# Interpersonal

developed by Deputy Principals

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- **Humour**
- **Interactive**
- **Connected to audience**
- **Collaborative**
- **Personality**
- **Engaging**
- **Enthusiasm**
- **Passion**
- **Participants are generous in sharing ideas**

# Strategic

developed by Deputy Principals

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- Well resourced
- Planned
- Specific
- Relevant
- Vision
- Ongoing/ sustained
- Collaborative and sharing
- Useful immediately/real life

# Summary of workshop

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- **Recap of workshop discussion**
  - School climate
  - Setting the vision
  - Alignment of vision and outcomes
  - Relationships
  - Ability to gather and interpret data
  - Expertise and teacher quality
  - Continuous learning
  - Backward map/ what do you want and how will you get there

# Organisational Development Process

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## **Identify the problem**

- Staff and Student needs

## **Data**

- What are the strengths of staff and what is current practice

## **Diagnosis**

- What is the real problem?

## **Intervention and Implementation**

- Planned activities to deal with the problem

## **Monitor, evaluate and modify**

- Is it working?

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# Questions??

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