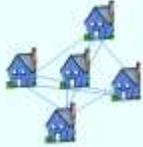


Professional Learning Approaches

- There are seven identified professional learning approaches (below) which you are encouraged to actively focus on this year.
- There are specific techniques which support these approaches throughout this Record
- As school leaders you make a selection of two or more approaches that best suit your school needs and improvement goals
- The selected approaches are recorded, and are the main approaches to support implementation throughout the year
- The approaches chosen link with ALL future Facilitated Teacher Training and will be used to support your professional learning throughout the year.

Professional Learning Approach	Visual
<p>Peer Coaching and Peer Observation</p> <p>Peer Coaching: Teachers work in pairs or threes and choose an area to focus on and work together via focused observation, dialogue, looking at research, analysing student work, looking at achievement data. Teachers use a coaching protocol.</p> <p>Peer Observation: Focused peer observation which is focused, non-judgmental. Teachers take it in turns to observe each other’s lesson or part of lesson.</p>	
<p>Lesson Study</p> <p>Is a process which helps groups of teachers to innovate new practices in order to improve classroom practice. Research Lessons provide a framework for the collaborative study of the basic unit of teaching and learning – the lesson. This lesson study framework engineers the way the lesson is seen and the way it is talked about. This enables teachers to identify and value what does and does not work and share the new practices with colleagues.</p>	
<p>Specialist Coaching</p> <p>Specialist coaching: here one teacher may have particular expertise (whiteboard, data, higher order questioning techniques) and can support other individual teachers for a short period in order to up-skill them.</p>	

<p>Teachers as Inquirers Teachers carry out their own inquiries into own classroom practice or area from Professional Development Plan (PDP) priorities.</p>	
<p>Inquiry Groups Groups of teachers focusing on a school wide or departmental priority in a systematic way (observation, dialogue, data analysis) in order to improve the status quo.</p>	
<p>School Exchanges Developing a programme with identified other schools for focused observation and dialogue across schools for a specific purpose.</p>	
<p>Mentoring Mentoring: A school wide approach where experienced expert teachers support novice teacher (s).</p>	

Professional Learning Principles

As you engage in any professional learning approach, the following principles should underpin your learning, behaviour and responses.

Professional Dialogue

Structured professional dialogue, which allows articulation of understanding, existing beliefs and practices to enable reflection on them in a trusting, respectful and sensitive climate to allow the powerful emotions involved in deep professional learning to occur.

Learning agreement

An understanding and agreement of the roles and responsibilities of self and others in the professional learning approach.

Combining support from fellow colleagues and experts

Collaborating with colleagues to sustain commitment to learning and relate new approaches to everyday practice; seeking out specialist expertise to extend skills and knowledge and to model good practice.

Growing self direction and independence

An evolving process in which the learner takes increasing responsibility for their professional development as skills, knowledge and self awareness increase.

Setting challenging and personal goals

Identifying goals that build on what learners know and can do already, but have not yet achieved whilst attending to both school and individual priorities.

Understanding why different approaches work

Developing an understanding of the theory that underpins new practice so it can be interpreted and adapted for different contexts.

Acknowledge the benefits

Identifying and celebrating the benefits to you of your professional learning in order to build and sustain momentum to continue with future learning.

Experimenting and Observing

Creating a learning environment that supports risk-taking and innovation and encourages professional learners to seek out direct evidence from practice.

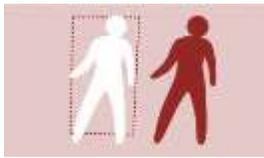
Using resources effectively

Making and using time and other resources creatively to protect and sustain learning, action and reflection on a day to day basis.

Adapted from Curee Principles of Mentoring and Coaching: Mentoring and Coaching: Core Concepts

Professional Learning Techniques

A range of techniques will assist you in developing effective professional learning principles.



If you model these techniques, colleagues and students will emulate them as well. For each technique there is a specific example for you to try. There is also a space for you to identify two other ways you can use this technique in your daily practice and record when you see colleagues or students using this technique.

Professional Dialogue

- Questions to Support the Achievement of a Well-formed Outcome
- Developing Trust
- Techniques of Active Listening

Learning agreement

- Delegation, Accountability and Empowerment

Combining support from fellow colleagues and experts

- Giving Feedback

Growing self direction and Independence

- Opening horizons for others

Setting challenging and personal goals

- Articulating High Expectations

Understanding why different approaches work

- Engaging with Current Research

Acknowledging the benefits

- Communication for Buy-In

Experimenting and observing

- Informed risk taking

Using resources effectively -Prioritisation of tasks