Creating Our Professional Learning Culture

Introducing...

Kellie Carpenter and Kurt Dorset
Workshop Key Question...
How do you create a learning culture that ensures staff are not just ‘ticking the box’ to comply with regulations?

AIMS FOR THIS SESSION
✓ Our learning culture journey
✓ Share our learning culture initiatives
✓ Some of our challenges
Mission: To provide education which inspires students to strive for excellence in all areas of life for the glory of God and the services of others.

Vision: Saint Kentigern graduates will serve and lead with distinction.
Our Learning Journey

- Share learning culture vision with management
- Share vision & introduce some initiatives with staff
- Reflect & Review
- Share vision & introduce some initiatives with staff
- Reflect & Review
- Review research & learn from others
- Review – learning culture at SKB
- Created a team
- Observe
- Listen
- Talk

Shared responsibility
Shared accountability
Our mission and vision guides us...

Our staff inform us...

Other schools share with us...

Research continues to inform us...

We want our Learning Culture to be...

- Able to provide staff with opportunities to try something new
- Where staff are interested in asking why and how
- A place where staff make connections with other staff
- Where staff have time to notice things and ask questions
- Our community ‘see’ our staff engaging in self learning
- Supportive of continual review and reflection
SKB Learning Culture Initiatives

- Teacher-Teacher Observations
- Targeted Professional Learning Sessions
- Teacher Inquiry/EduHack
- Student Voice Survey
- Critical Friend Appraisal Model
- Reflective Hour
- Learning Lunch Series
- School wide/Syndicate PD Focus

New Zealand Teacher Standards

Platform: OneNote
Student Voice
Survey

Teacher to Teacher Observation

Student Voice Survey

I have developed a good relationship with this teacher
709 responses

- 15 (2.1%)
- 32 (4.5%)
- 136 (19.2%)
- 272 (38.4%)
- 254 (35.8%)
What is an EduHack?

- A chance to explore and challenge current educational issues
- Be creative
- Explore ideas and innovate
- Link to current research and trends
- Disrupt
Targeted Professional Learning Sessions

Reflective Hour
Critical Friend Appraisal Model

Collaboratively Critical Friends will...

- Share Teacher to Teacher Lesson Observations
- Support Goal Setting
- Examine Student Voice Survey Data
- Support during Inquiry/EduHack
- Term 3 Appraisal Observation

Focus on...

- Reflective practice
- A professional relationship - encouraging and supportive
- Opportunity to provide feedback and critical feed forward
- Shared responsibility and accountability
### Standard 4 Reflection

**Monday, 30 January 2017   6:27 PM**

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<tr>
<th>4</th>
<th>Design learning based on professional knowledge, assessment information and an understanding of each ākōranga strengths, interests, needs, identity, language and cultures</th>
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<td><strong>Indicators</strong></td>
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<td>a) demonstrate an understanding of relevant content, disciplines and curriculum documents</td>
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<td>b) analyse and use assessment information, identifying progress and learning needs of ākōranga</td>
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<td>c) select teaching approaches, resources, technologies and learning and assessment activities that are effective for every ākōranga</td>
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<td>d) design approaches which reflect the bicultural partnership in Aotearoa, New Zealand and the local community</td>
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<td>e) proactively seek and use educational research and theory, and information about national policies and priorities</td>
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<td><strong>Evidence</strong></td>
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<td>- Planner based on needs</td>
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<td>- Groupings based on assessment data</td>
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<td>- Differentiated planning</td>
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<td>- Teach groupings of students within the classroom. Change groups based on observations and data and then teach to children’s needs</td>
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<td>- High interest material/context/equipment to hook students in</td>
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<td>- Written and verbal feedback and feed forward given</td>
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<td>- Resources shared which have created</td>
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<td>- Observations</td>
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<td>- Classroom expectations</td>
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**Platform for Recording – Onenote**
Time

- Professional learning built into school day
- Reflective Hour – non contact time
- Set up OneNote system

Negative Staff

- Based on research
- Optional learning
- Staff sharing opportunities
- Go slow(ish)
- 60% on board
- The way you present not the message itself

Recognising Expertise

- Staff survey of expertise
- TPL sessions – staff led
- Regular informal staff observations
- Critical Friend Model

Some of Our Challenges
“Things take longer to happen than you think they will, and then they happen faster than you ever thought they could.”

(Economist Rudi Dornbusch)
Question time...

Please feel free to evaluate this workshop via the mobile app.
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