Creating Professional Learning Teams

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Melbourne Grammar School

- One secondary school site (Yrs 7-12)

- Two campuses:

  - Senior School Years 9-12   (800 students)
  - Junior Secondary   Years 7-8   (340 students)

- Two discrete campuses

- All boys

- (Primary F-6 Co-educational and Off site)

Thinking Routine

- **Connect**

  What aspects of the model connect with you and/or your context?

- **Extend**

  What aspects push your thinking forward about how these ideas might apply to your context?

- **Challenge**

  What aspects would be a challenge for you to implement in your context? If so, why?

Cultures of Thinking

- **Why?**

- **How**

- **With whom?**

One Big Idea…..

For classrooms to be cultures of thinking for students, schools have to be cultures of thinking for teachers.

(Ritchhart 2002)

Professional learning for teachers with a focus on student learning and student thinking

PAGS

- **Professional Action Groups**
- **Mostly Cross Campus**
- **Meeting regularly 10 sessions per PAG over three terms…about 3 meetings per term**
- **Concluding with a PAGFest. All PAGs meeting together**
- **Voluntary except for new staff**

Discourse

Language of the Classroom

Questioning

Focus on Peer Observation of classes

Looking at classrooms, discussion through readings

Thinking Routines

- **Routines**

- **Trialing Routines in classrooms**

- **Peer Observations of Routines in action**

Advanced

- **Based on readings**

    eg. Ritchhart, R et al (2011)   *Making Thinking Visible*
    (Jossey Bass, San Francisco)

- **Peer Observations**

- **Action Research**

Next Steps

- **Decreasing consultant time**

- **Developing leadership capacity within the school**

- **Occasional PAG facilitation**

- **Project Zero Classroom**

Microlab Protocol

- 3 minutes thinking/writing
- Speaker 1   1:00 mins
- Reflection 20 secs
- Speaker 2 1:00 mins
- Reflection   20 secs
- Speakers 3 1:00 mins
- Reflection   20 secs
- 5 minute discussion

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