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

• 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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