



'It's what we do on Tuesdays'

Professional Learning at
Tauranga Boys' College

What is Tauranga Boys' College?

- Single sex boys school: 1750 pupils
- Urban demographic
- Decile 5/6
- Full Academic streaming: Accelerate, Mainstream, Learning Needs and Special Needs
- Vertical house form classes

IT IS EASY

yeah right.



Why professional learning?

- Current research suggests that effective professional learning needs to be school based with teachers engaged in deep rather than shallow learning.
- Education is an evolutionary process and therefore on-going learning is required to enable teachers to keep up to date with their own professional learning.
- Move the school from the 20th ->21st century

Leadership Practices (that make a Difference)

1. Establishing goals and expectations
2. Strategic Resourcing
3. Planning, Coordinating and Evaluating Teaching and the Curriculum
4. Promoting and Participating in Teacher Learning and Development
5. Ensuring an Orderly and Supportive Environment

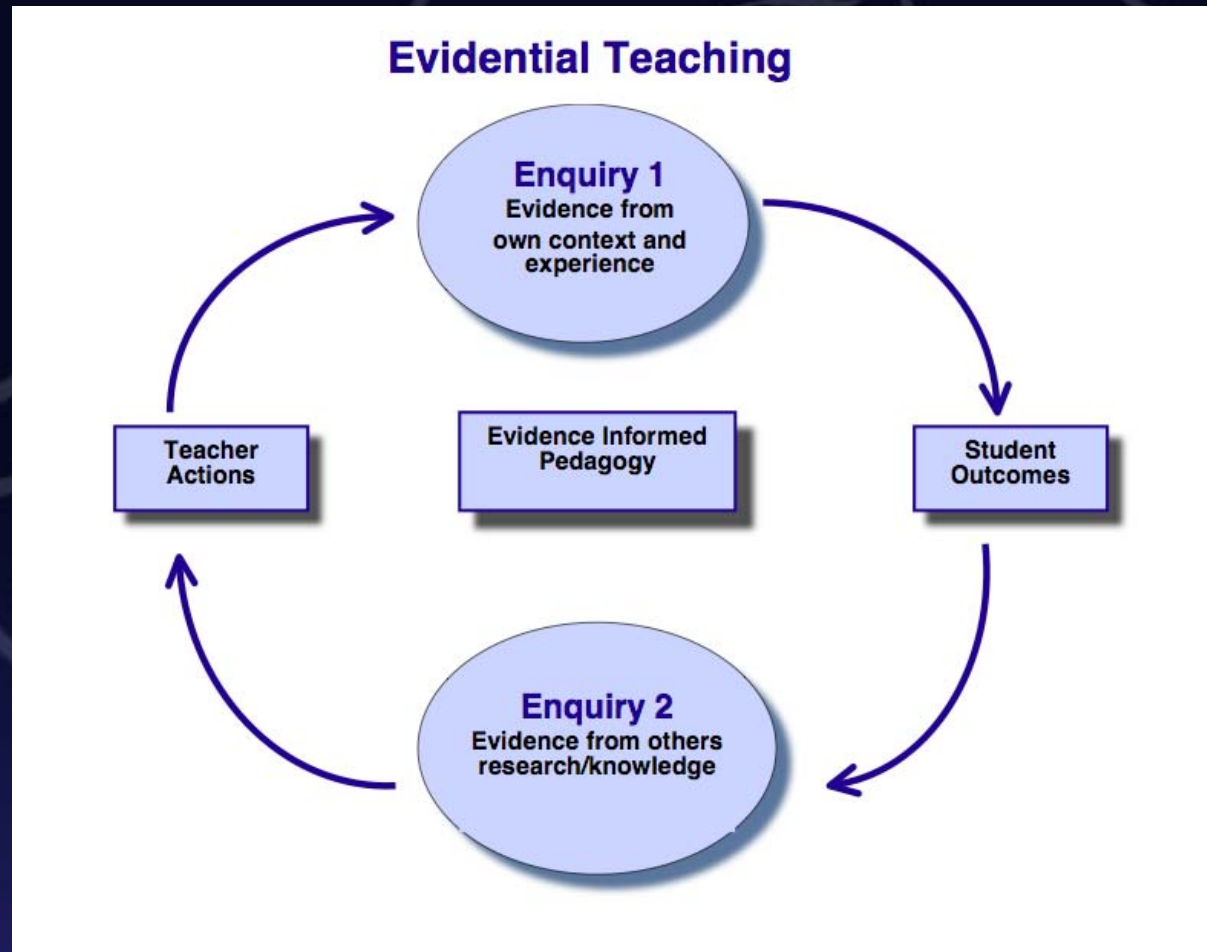
5.

V. Robinson

Our philosophy of professional learning

- **Effective professional learning will bring about change in the classroom.**
- **Needs to support the vision or strategic intent of the Ministry and therefore the organisation involved.**
- **Needs to improve teacher effectiveness.**
- **Needs to promote continuous staff learning to role model the philosophy of lifelong learning.**

Evidential Teaching Model

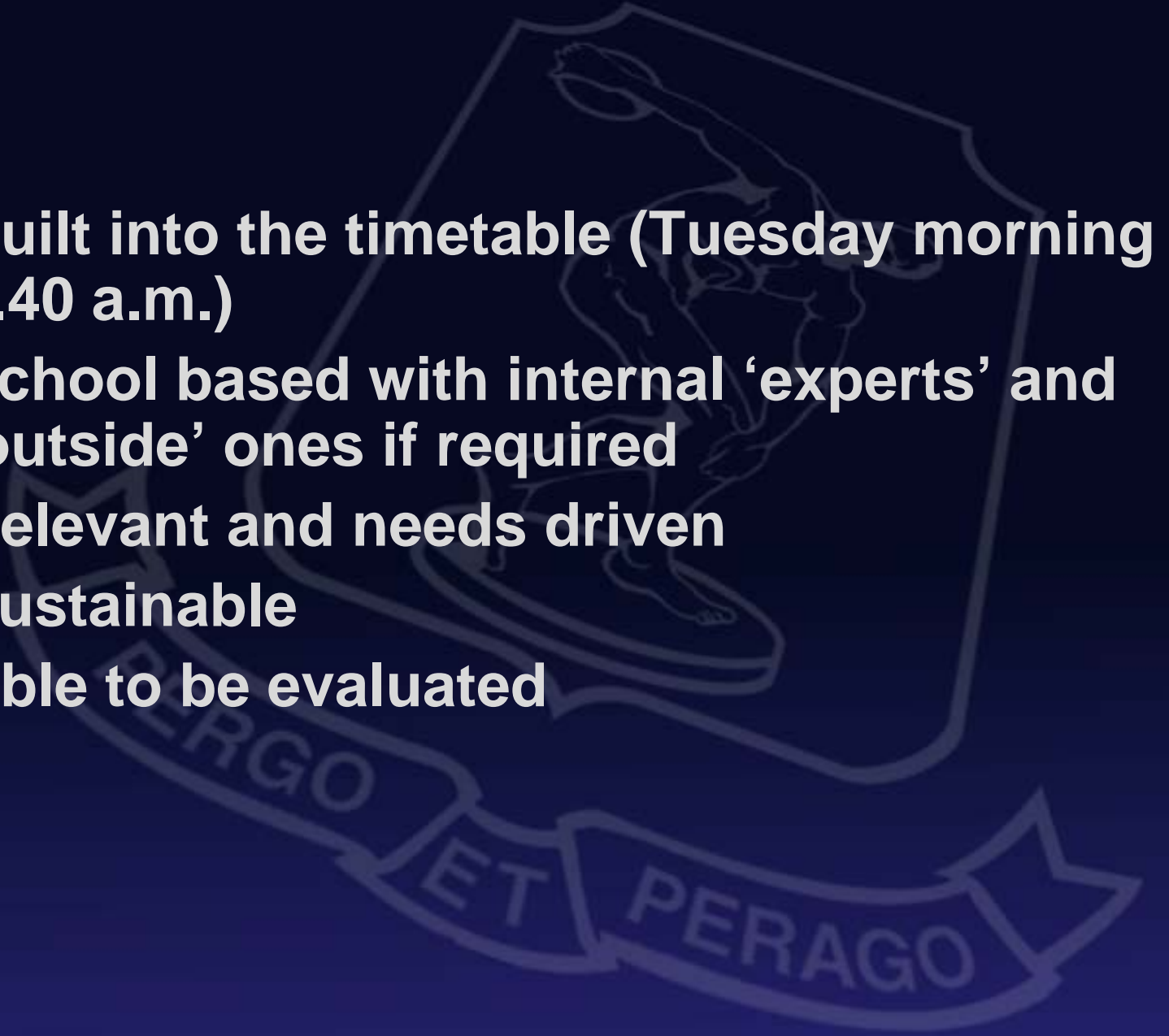


The 'buy in'

- BES, Teacher Professional Learning and Development, supports the fact that teacher engagement in learning at some point is more important than initial volunteering
- The Principal 'sold' the concept by reducing the number of staff meetings to two a term
- The Principal articulated why he wanted the model and annually reminded staff about the staff meeting reduction 'deal' - 2002-2009

Model of professional learning at TBC 2002-2007

- **Three strands of professional learning per term (7 weeks).**
- **All staff attended each strand over a yearly cycle.**
- **Strands linked to strategic documents.**
- **All linked to the tutor/teacher appraisal goals.**

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- **Built into the timetable (Tuesday morning 8-8.40 a.m.)**
 - **School based with internal 'experts' and 'outside' ones if required**
 - **Relevant and needs driven**
 - **Sustainable**
 - **Able to be evaluated**

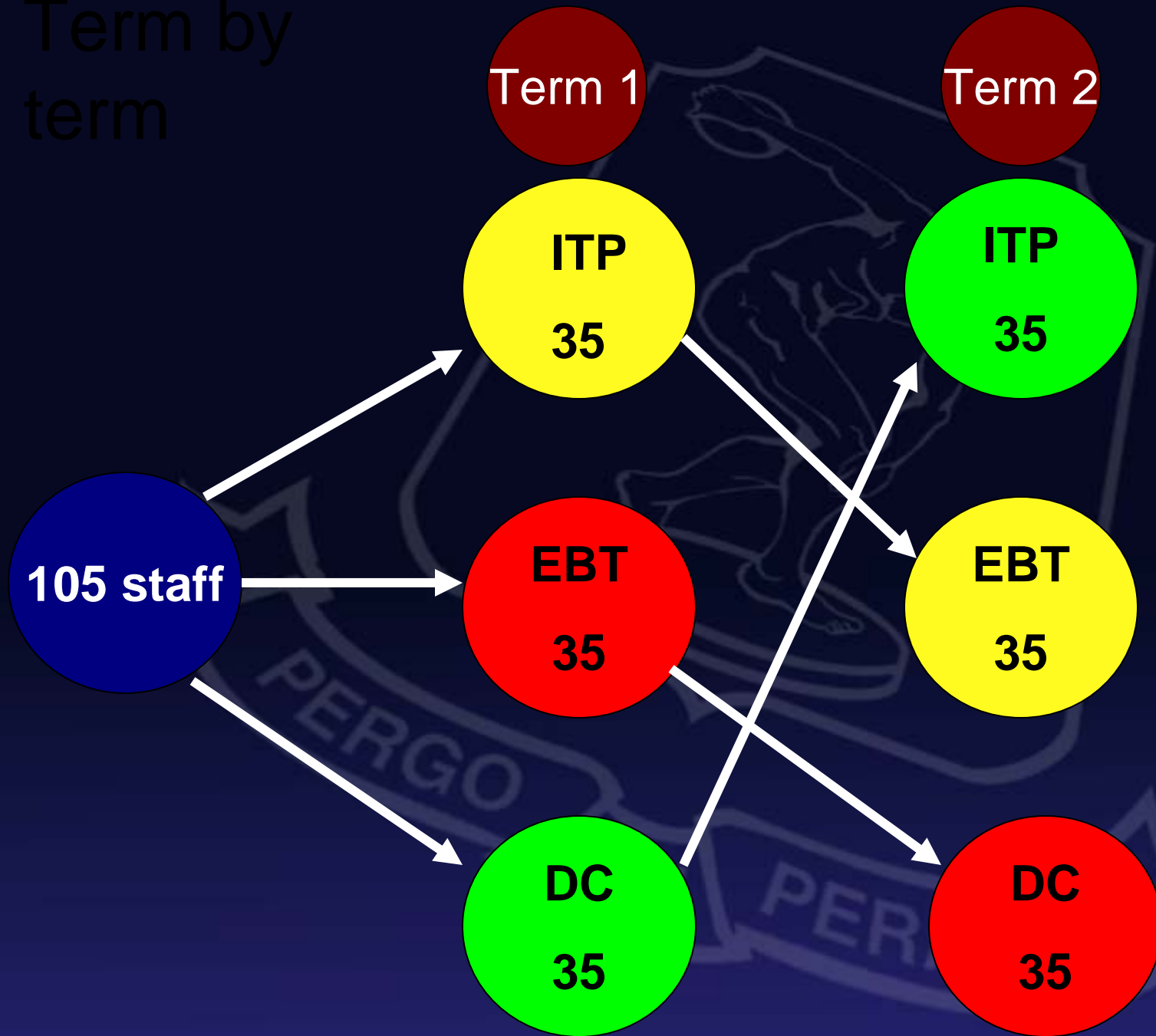
Strands of professional development

- 2004 the strands included ITC, literacy and critical thinking;
- 2005 ITC, reflective practice, critical thinking;
- 2006 ITC, reflective practice, critical thinking;
- 2007 IT pedagogy, Evidence based teaching, Dean of your own classroom



How professional learning
operated

Term by term

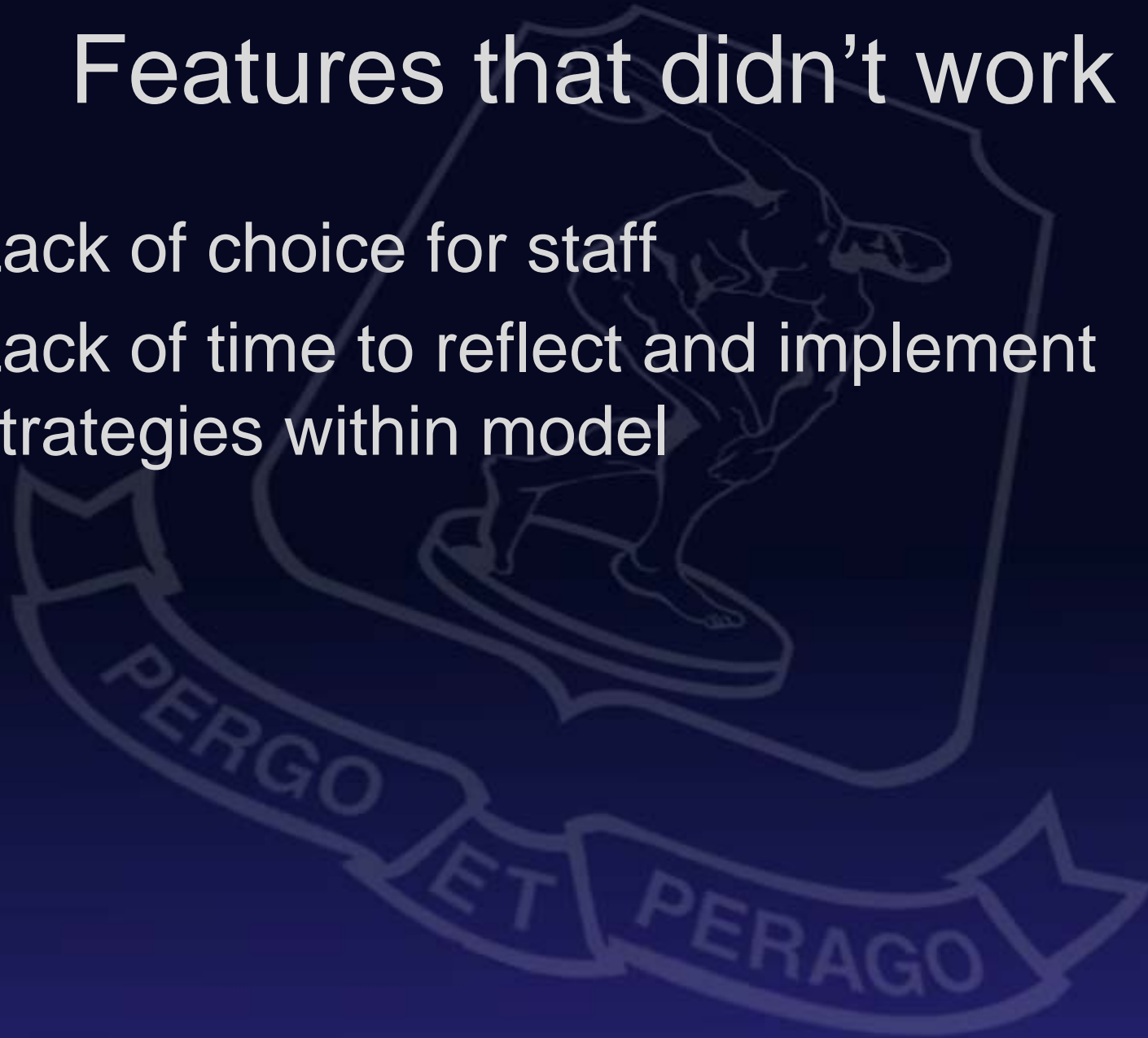


Features that did work

- Morning sessions
- Internal facilitators - building leadership capacity
- Cross curricular nature of groups
- Deep learning
- Linked to our school wide goals and profiling
- Sustainable - embedded into the culture of the school

Features that didn't work

- Lack of choice for staff
- Lack of time to reflect and implement strategies within model



2008 - Time for a change?

- Reinforced by Viviane Robinson,
“An effective professional development curriculum is negotiated with participants rather than imposed upon them; is delivered in a way that meets their professional needs, and is respectful of their prior experience”. (Induction Programme for First-time Principals, Underlying Programme Principles)

Process used to implement change

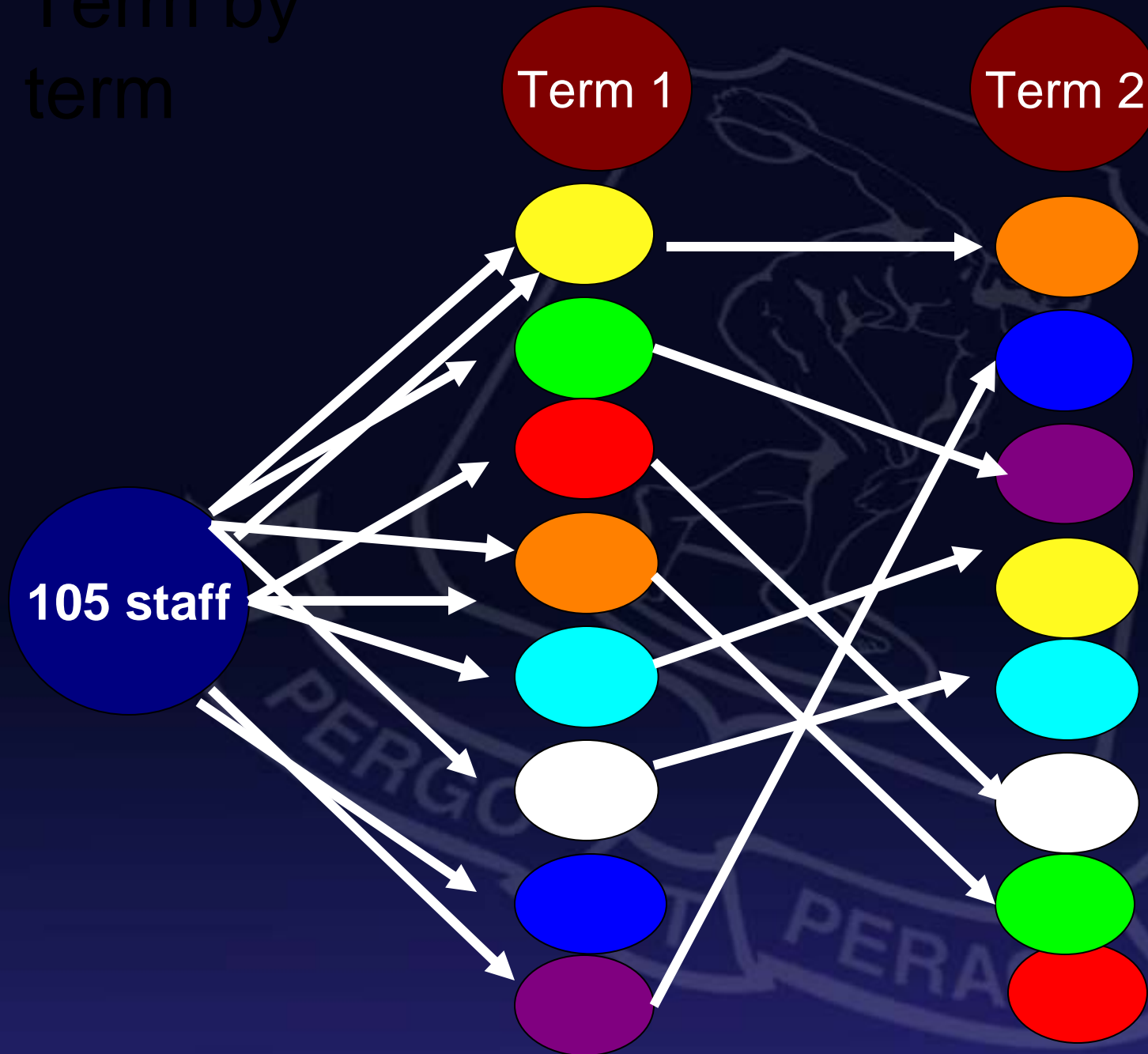
- Staff feedback
- Link to the 2008 school wide goals
- Principal and Senior Management team



2008 model changes

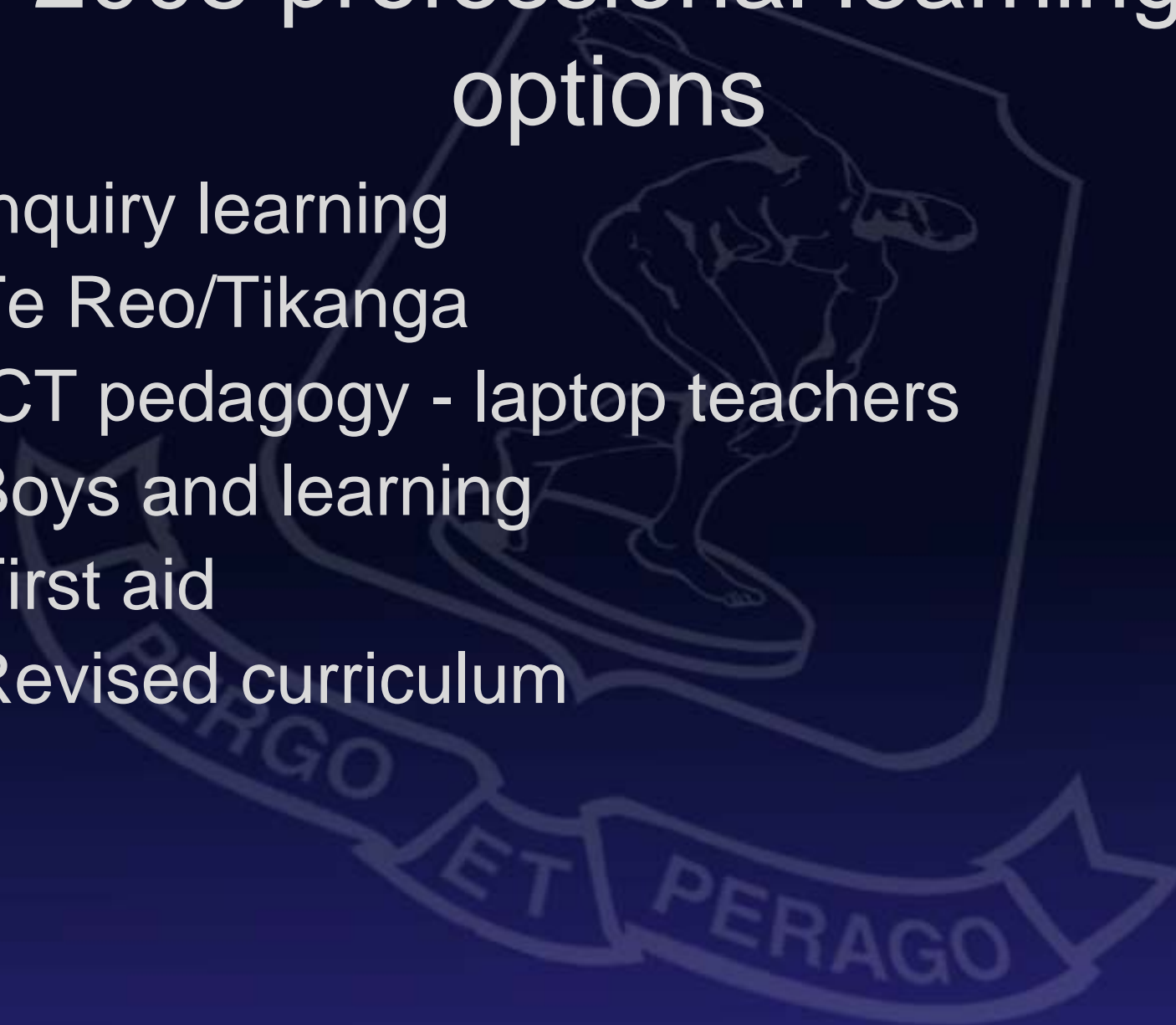
- **Staff had 10 strands available per term (7 weeks) to choose from**
- **Facilitators allocated time within their programmes (where relevant) for staff to develop their own learning outcomes and present these to the group**

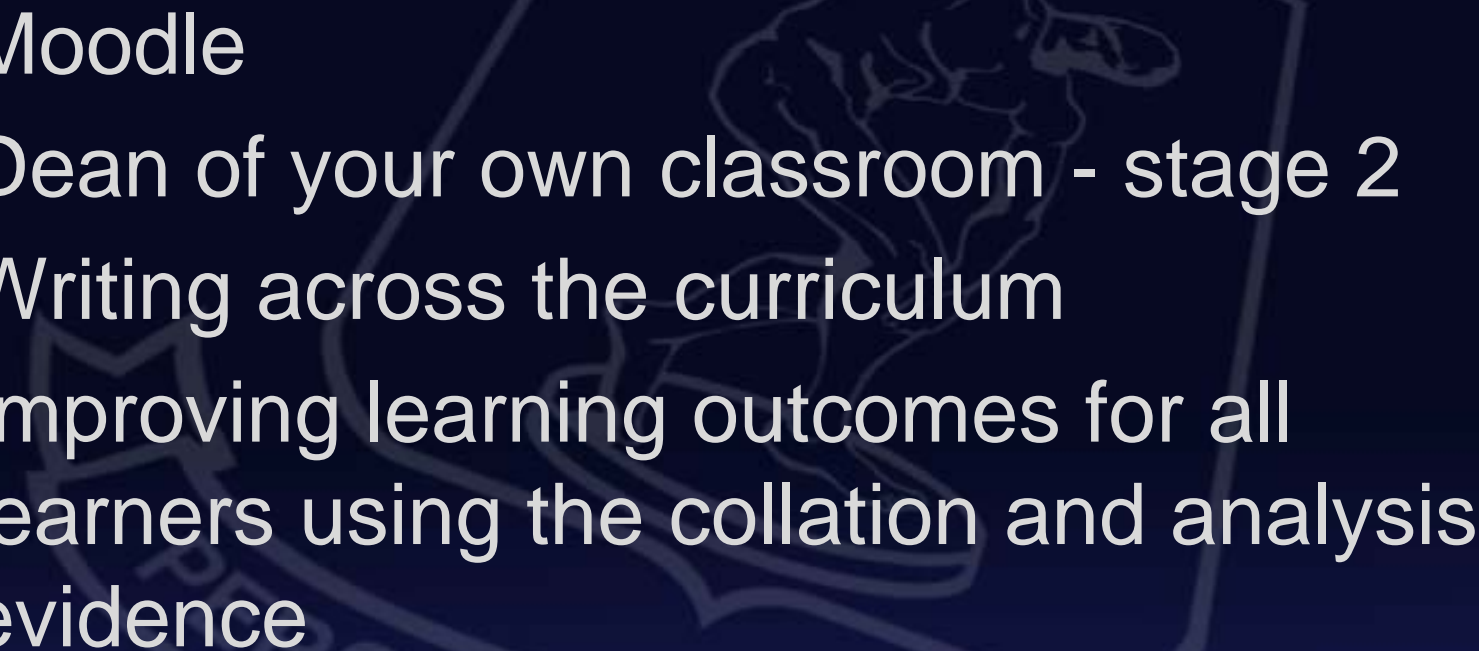
Term by
term



2008 professional learning options

- Inquiry learning
- Te Reo/Tikanga
- ICT pedagogy - laptop teachers
- Boys and learning
- First aid
- Revised curriculum



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- The background of the slide features a large, faint watermark of the University of Perago crest. The crest is a shield-shaped emblem containing a figure holding a staff or scepter. Below the shield is a banner with the Latin motto "PERAGO ET PERAGO".
- Moodle
 - Dean of your own classroom - stage 2
 - Writing across the curriculum
 - Improving learning outcomes for all learners using the collation and analysis of evidence

Response via staff feedback

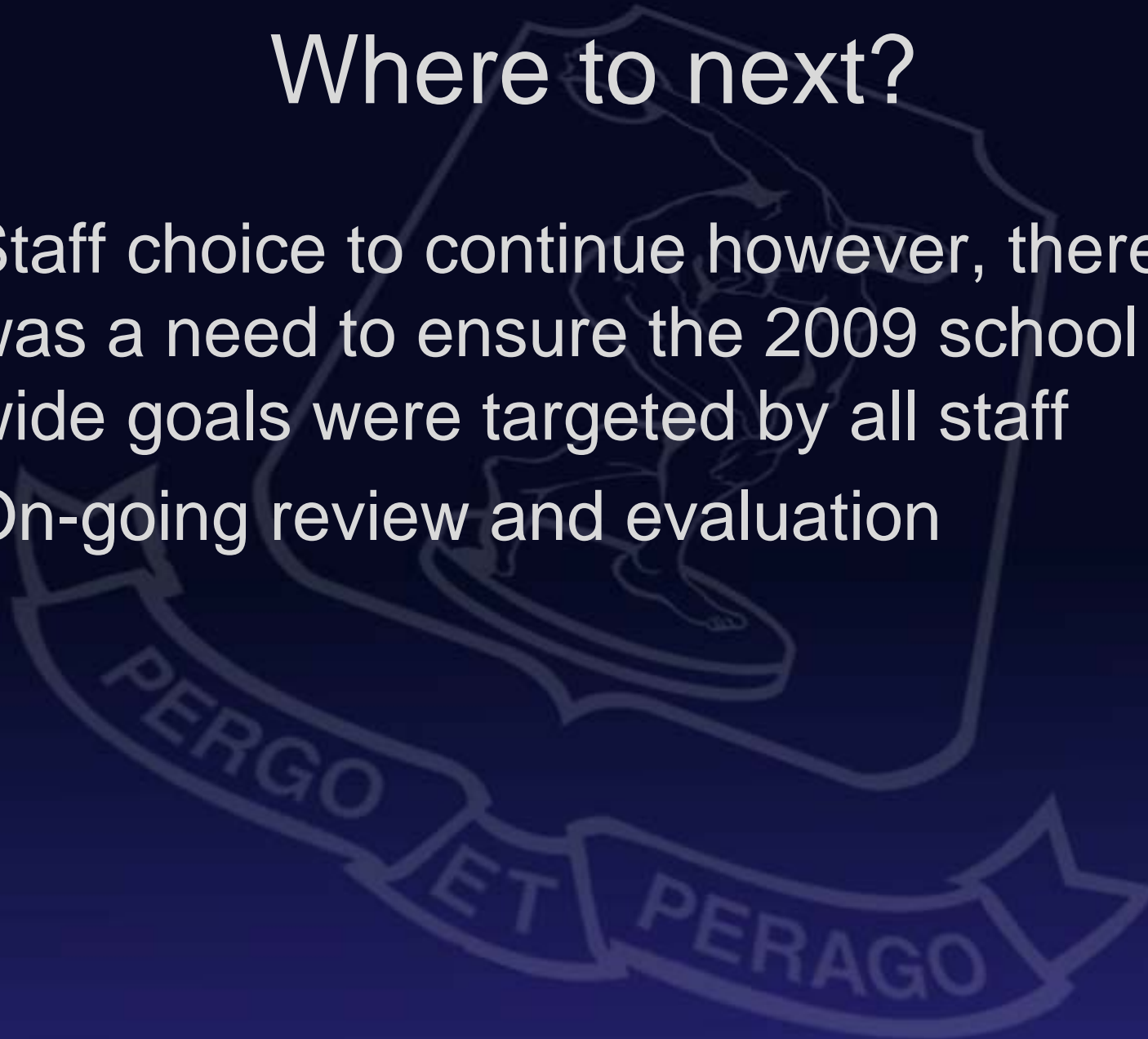
- “A very worthy PD. I could spend more time on this”
- “I liked the group-work, departmental approach for the task. Feedback at the end was valuable too; it allowed members to see the approach of other departments, and to share templates”
- “Good to work amongst like minded people”

2008 ERO feedback

- “The school is yet to formally evaluate the impact of current professional learning on classroom practice through its quality assurance processes. Formalising a consistent evaluation process that is linked to teacher profiling and strategic direction should assist management to monitor the changes teachers are making to their practice”.

Where to next?

- Staff choice to continue however, there was a need to ensure the 2009 school wide goals were targeted by all staff
- On-going review and evaluation





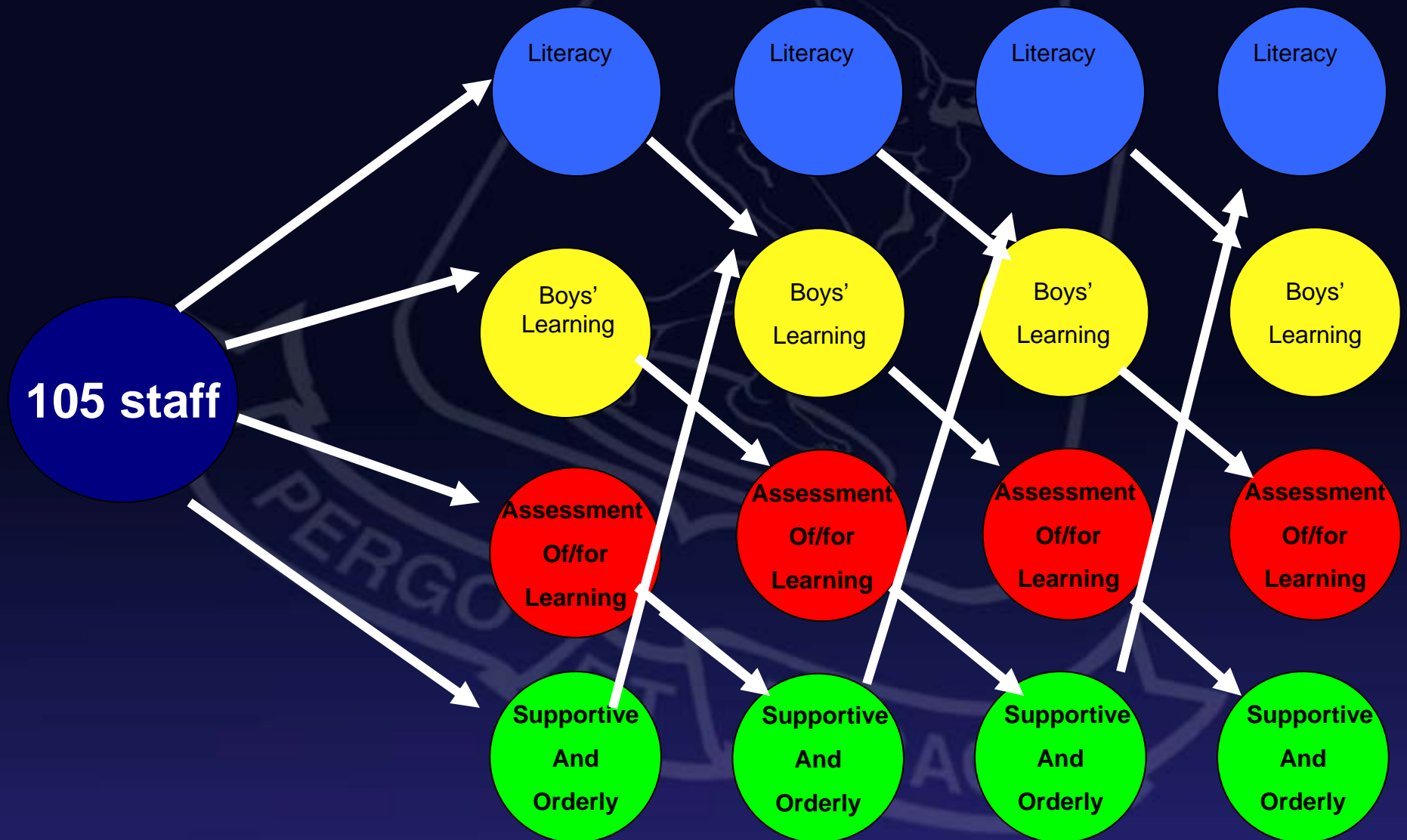
The 2009 version

Term 1

- Staff in groups of 28-30
- Each group rotated every two weeks around the four school wide goals:
 - 1. Engaging boys in learning
 - 2. Literacy
 - 3. Assessment of/for learning
 - 4. Supportive and orderly

Term by term

Term 1



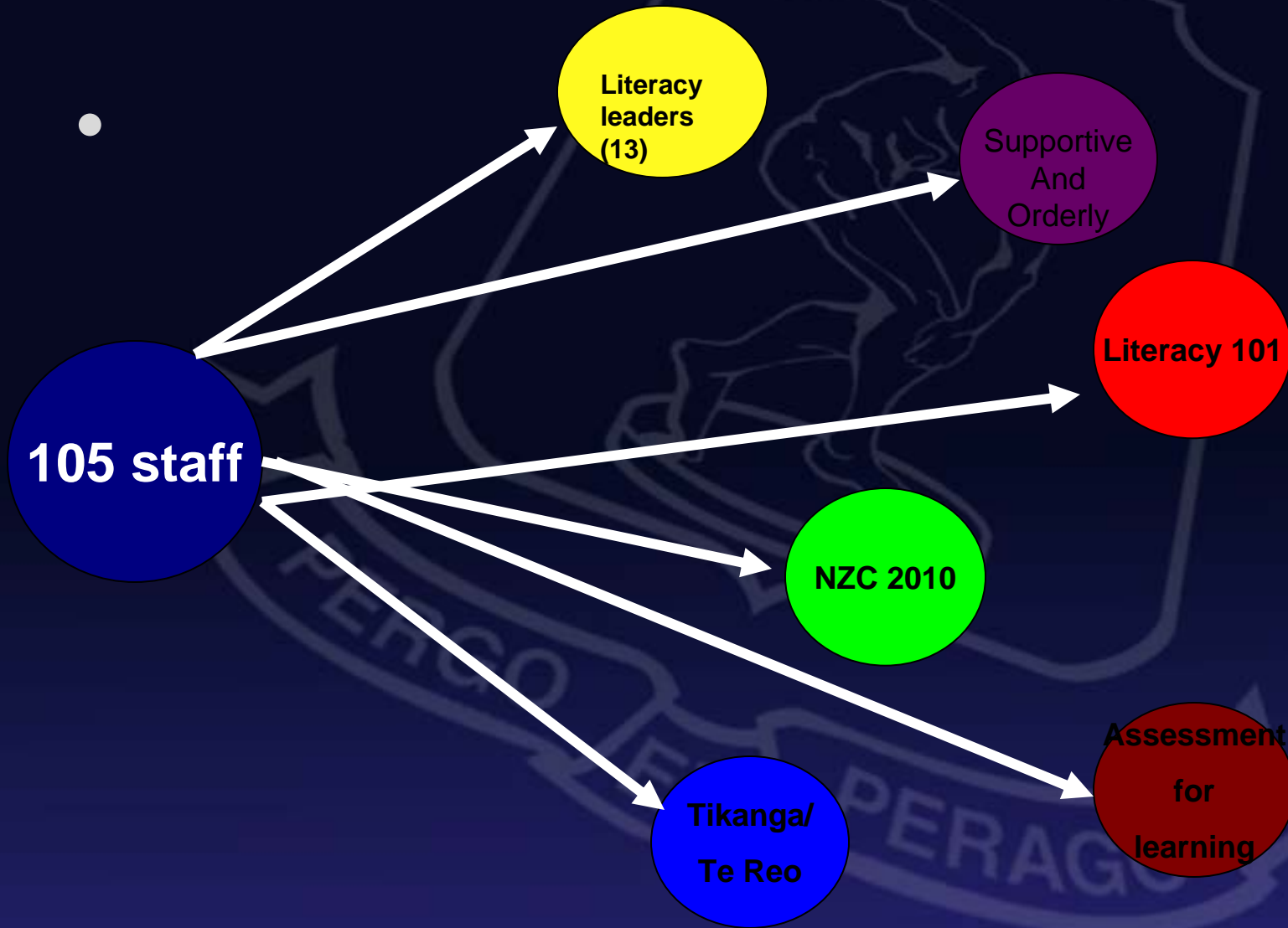
Term 2

- Staff choice
- 7 weeks in focus groups
- Choices offered came from staff suggestions made at the end of 2008 and the 2009 school wide goals
- **Facilitators allocated time within their programmes (where relevant) for staff to develop their own learning outcomes and present these to the group**

Literacy contract 2009-10

- Beginning of 2009 Leaders of learning identified a person who would be interested in becoming their Literacy leader
- 12 identified
- Term 2 up-skilled in reading strategies/processes based on data gathered from Yr 9-10 Asstle testing
- Ongoing trialing/evaluation/observations

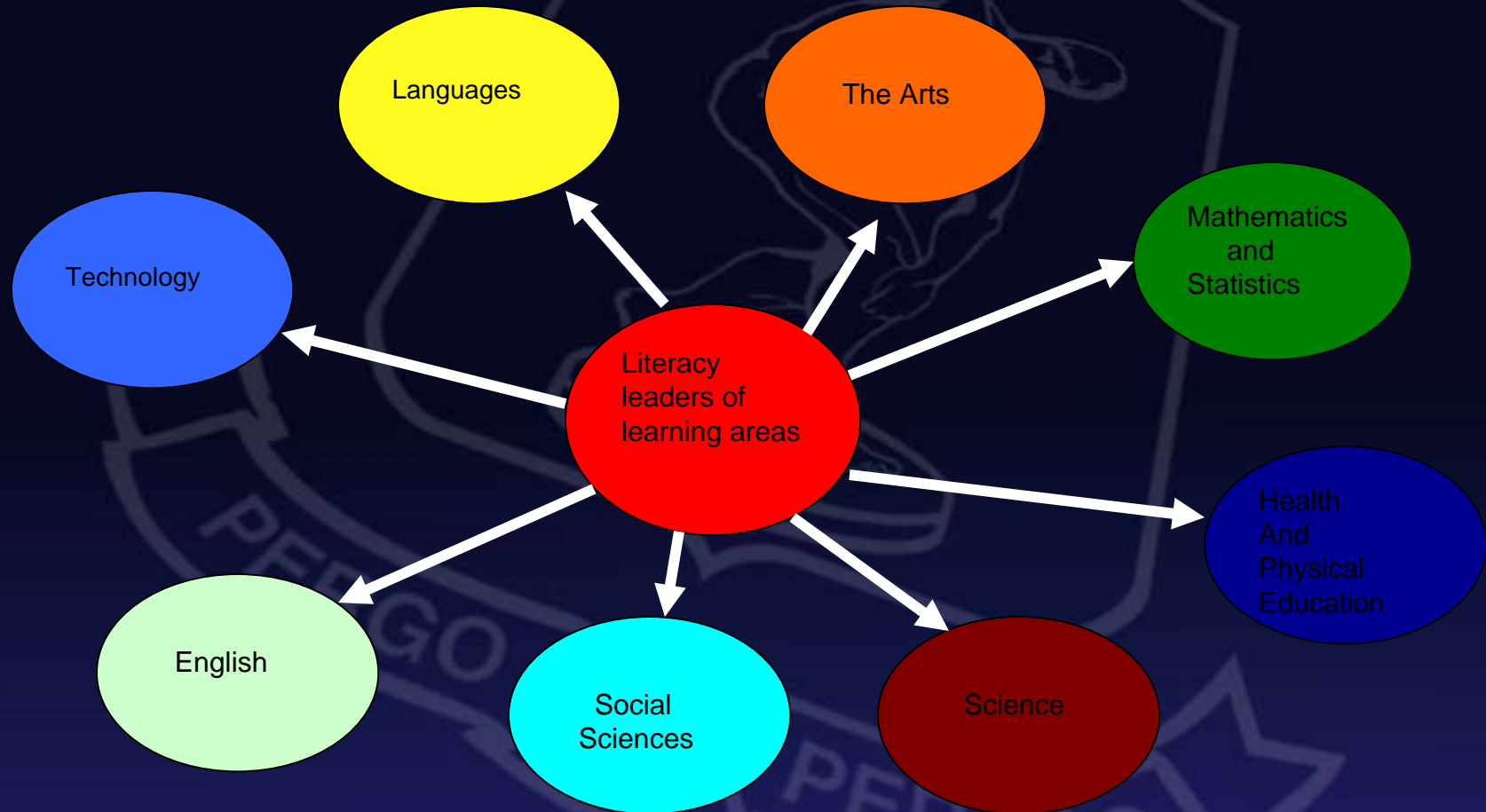
Term 2



Term 3

- 7 week block in learning areas
- Literacy leaders will be the facilitators up-skilling their learning area
- Contract leader will rotate around each learning area
- 'Show and tell' at a full staff meeting Term 4
- Follow up Asstle testing of Yrs 9-10

Term 3




Evaluation to date of this model

- Staff acknowledge they have an understanding and a focus on the school wide goals
- Staff enjoyed the opportunity to choose their own professional learning strand in Term 2
- Is providing a vehicle to enable the Literacy contract to be a school-wide focus

The crystal ball

- The 2010 model may incorporate an opportunity for the development of personal professional inquiry based learning communities
- Professional learning would therefore need to incorporate a strand that would develop the skills required to become a 'critical friend'



Our professional learning journey continues
to head into 'The Wind of Change'