Plan for 2013 – Heather Carver

|  |  |  |
| --- | --- | --- |
| ACCOUNTBILITIES | SEMESTER 1 - 2013 | SEMESTER 2 - 2013 |
| Lead the Pedagogical Team in documenting and enacting a professional learning strategy for the College | Develop an Evidence Inquiry cycle process for PLT leaders to use with their teams. This process involves proven highly successful p.l. strategies. (7 Principles of Highly Effective Professional Learning) | Develop an Evidence Inquiry cycle process that all PLT leaders have ownership of that reflects our understandings and can be used in a consistent way in the coming two years but is still open to refinement. |
| Leadership responsibility for enhancing effective teaching practice within the College based on contemporary pedagogical principles | A whole school approach is vital for success. The PLT structure is the key to system wide change and growth. PLT leaders are the team who will provide the most leverage as teachers investigate and implement contemporary pedagogical practices. | Gather evidence of current practice across domains and PLT’s and create of profile that will help identify learning needs and in turn possible school wide professional learning strategies. |
| Build the capacity of “teacher leaders” to effect sustained pedagogical change | Use an EIC process to guide my learning and ability to develop the teacher leaders leadership and pedagogical understandings. This will be my focus as part of my involvement in a vertical learning team in the CLiC team. Semester 1 – get to know team members, find motivations and ways of working. Identify learning needs and possible focus. | Through leadership meetings and incidental informal professional learning opportunities help teacher leaders to plan PLT meetings and ways they will help progress their learners (their PLT) in their learning. Collecting evidence and profiling our learners. |
| Increase teachers’ knowledge and skills in identifying and catering for student learning needs. | By modeling the process of gathering evidence and profiling your learners will help teachers understand how to follow the steps of the enquiry model.. | Teams will have been asked to profile their classes in each of three different areas – 1. Learning disposition, 2. Discipline knowledge or skill, 3. General Capability. In relation to one area develop an inquiry question – that should by definition (because they have already identified where their students are) reference their students’ needs. |
| In collaboration with Pedagogy Leader - Learning, develop and oversee a process that facilitates teachers reflecting upon their own practice, informed by multiple sources of evidence | Develop a range of investigations into reflective practices, evidence gathering strategies and ways of building in observation and feedback into our regular processes. | The Evidence Inquiry cycle process embedded in the PLT work will act as both a model and a prompt for teacher self reflection. I will model how this might look. A program of regular walkthroughs/observations/feedback might be trialed in semester 2. |
| Work with the Pedagogical Team in recommending a program/schedule for curriculum days and the commencement and conclusion of the academic year | Step 1 – Know your learners  Step 2 – What is important for them to know?  Step 3 – Where are they now? How do we know?  Towards the end of semester 1 surveying PLT leaders will help us to identify strengths, weaknesses, needs and possible foci for professional learning sessions and strategies. | Develop an Evidence Inquiry cycle process |