Curriculum Leadership of Technology Subjects

2007 workshops

Participant workbook

Acknowledgements

The Technology Unit of the Curriculum K–12 Directorate has developed professional development workshops for secondary technology teachers in NSW public schools to enhance curriculum leadership in technology subjects.

Aims of the workshop

The workshop will assist you to:

- identify the roles, responsibilities and qualities of effective head teachers
- describe the features of quality learning in technology subjects
- identify sources of evidence about, and strategies for, improving quality learning outcomes
- develop professional learning approaches in particular situations
- review and plan strategies for enhancing faculty practice in key leadership areas.

Curriculum leadership of technology subjects

Workshop agenda

TIME	SESSION FOCUS
8.45 am	• Registration
8.55 am	• Welcome • Workshop overview
Session 1 9.00 am	**Leading and managing the faculty** • Roles and responsibilities of head teachers • Features of effective faculty leadership • School leadership capabilities
10.30 am	**MORNING TEA**
Session 2 10.50 am	**Achieving quality learning outcomes in technology subjects** • Quality learning outcomes in technology subjects • Evidence about performance and engagement in technology subjects • Strategies for improving learning outcomes for students
1.00 pm	**LUNCH**
Session 3 1.45 pm	**Leading a professional learning team** • Promoting professional learning • Addressing particular professional learning issues • Resources that can assist me • Where to now?
3.30 pm	**Close**

Session 1: Leading and managing the faculty

Activity 1

The purpose of this activity is to meet the other participants at your table and to reflect on the roles and responsibilities of a faculty head teacher.

1. In the space below, make some brief notes about the scope of your role and responsibilities in the faculty and beyond your faculty.

Role and responsibilities

2. Use the table below to record the most significant aspects of your role as a teacher/head teacher that you find professionally rewarding and professionally challenging.

Professionally rewarding	Professionally challenging
1.	1.
2.	2.
3.	3.

3. At your table, take a turn each to talk about:
   a. who you are
   b. what school you are from
   c. your position on staff – teacher, head teacher
   d. your responsibilities in the faculty
   e. one professionally rewarding and one professionally challenging aspect of your role.

Head teachers:

- are an integral part of the school leadership team, supporting the principal and deputy principal(s)
- contribute to the school's vision, culture, policies, priorities and targets
- within their delegated area have responsibilities for:
  - developing, implementing and evaluating policies and programs
  - ensuring that learning environments are safe and effective
- also have whole school responsibilities.

- See *Resource Book* page 4

Role and responsibilities of a head teacher

Chris Presland
  Principal Liaison Officer
  Professional Learning and Leadership
  Development Directorate

Leading and Managing the School

Leadership areas:
- Educational leadership
- Educational programs
- Learning outcomes
- Student welfare
- Staff welfare, development and management
- Physical and financial resource management
- School and community partnerships.

- See *Resource book* page 5-16

Reflection matrix:
Leading and managing the faculty

- A draft tool for thinking about leadership and management of your faculty.
- Three levels, from awareness through to high level operation.
- Aims to assist head teachers to identify aspects of their leadership and management and how to target areas for improvement.
- *Resource Book* page 18-19

Activity 2

The purpose of this activity is to review the nature of the responsibilities of a faculty leader and to reflect on the level of performance of the faculty for each area of responsibility.

1. Read the draft *Leading and Managing the Faculty: Reflection Matrix* shown in the *Resource book*, pages 18–19. How does this relate to the work of you and your faculty?
2. Working in pairs at your table allocate two of the leadership areas to each pair (pages 8–14 of this book).
3. For the two columns allocated to your pair consider and record your discussions about the evidence you would see/hear/feel if level 3 was occurring in a faculty?
4. Provide a brief overview to the group about each leadership area your pair has focused upon. For each leadership area share with the group what evidence you might see/hear/feel if level 3 was occurring in a faculty.

Participant notes

Leading and managing the faculty – reflection matrix

Level	Educational leadership	Evidence What would you see/hear/feel at level 3?
3	• Head teacher has established a culture of collaboration and teamwork, in which all members of the faculty contribute to the achievement of shared educational goals. • Faculty translates DET plans and school vision, priorities and targets into a strategic plan and explicit and effective policies and practices for the faculty. • Head teacher makes student learning outcomes a priority in faculty decision making. • Head teacher considers whole school implications and makes a broader contribution to the work of the school executive.	
2	• Head teacher ensures relevant DET and school policies, priorities, targets and guidelines inform the practices and procedures of the faculty. • Head teacher accesses a range of people and resources to assist faculty. • Faculty has effective mechanisms to enable professional dialogue and the sharing of information, issues and ideas. • Head teacher actively participates as part of the school executive. • Head teacher encourages faculty participation in school teams/activities.	
1	• Head teacher seeks to develop collaboration, shared development processes and team building. • Head teacher is familiar with relevant DET and school policies, targets, priorities and guidelines. • Head teacher meets regularly with all faculty members to enable information sharing. • Head teacher represents faculty at and reports back from executive meetings.	

Leading and managing the faculty – reflection matrix

Level	Educational programs	Evidence What would you see/hear/feel at level 3?
3	• Head teacher has established processes to ensure the quality of teaching and assessment programs. • Teachers of the subject collaborate to develop teaching and assessment programs that meet the needs and interests of students, maximise outcomes and satisfy BOS and DET curriculum requirements. • Faculty uses a range of information sources including performance data and student feedback to evaluate and enhance programs. • Teachers regularly discuss issues and share ideas regarding the implementation of the teaching and assessment programs.	
2	• Head teacher establishes and facilitates faculty teams with responsibility for the development of specific teaching and assessment programs. • The promotion of intellectual quality, quality learning environment and significance are considered in the development of teaching and assessment programs. • Teachers are familiar with BOS and DET requirements and a variety of teaching and assessment strategies. • Teachers participate in evaluation and modification of relevant teaching and assessment programs.	
1	• Head teacher ensures teachers plan and document their teaching and assessment practices. • Head teacher monitors to ensure teaching and assessment programs satisfy BOS and DET requirements. • Teachers recognise the importance of teaching and assessment programs meeting individual and group learning styles and needs. • Teachers are aware of the Quality Teaching model and a variety of teaching and assessment strategies.	

Leading and managing the faculty – reflection matrix

Level	Learning outcomes	Evidence What would you see/hear/feel at level 3?
3	• Head teacher maintains the focus of the faculty on, and targets resources to improving student learning outcomes. • Teachers analyse and apply classroom, school and system-wide student assessment data and seek student feedback about learning. • Teachers participate in collaborative assessment processes to achieve consistent teacher judgements. • Teachers are committed to providing high quality and consistent reporting information to parents, carers and students.	
2	• Head teacher understands the importance of focusing on student learning outcomes. • Head teacher analyses and shares school-based and system-wide student assessment data with teachers. • Teachers discuss and reflect on how their expectations, practices, strategies and approaches influence student learning outcomes. • Teachers participate in the development of agreed assessment, recording and reporting processes for the faculty.	
1	• Teachers recognise that their expectations, practices, strategies and approaches influence student learning outcomes. • Head teacher ensures student assessment records are kept on faculty file. • Head teacher supervises the preparation of student reports. • Head teacher is aware of a range of student learning data that should inform the development and evaluation of teaching and assessment programs.	

Leading and managing the faculty – reflection matrix

Level	Student welfare	Evidence What would you see/hear/feel at level 3?
3	• Faculty members are committed to and review implementation of the school student welfare and discipline policy. • Faculty promotes the safety, welfare, interests and engagement of students in the development and review of policies, programs and practices. • Student welfare processes support teachers to address student learning needs in a safe, responsive and harmonious learning environment. • Faculty practices maximise opportunities for students to participate in decision making and demonstrate success in their learning.	
2	• Head teacher facilitates and teachers are trained in the consistent implementation of student welfare and discipline procedures including child protection. • Teachers understand and apply principles of natural justice and procedural fairness when dealing with students. • Teachers are supported to establish clear and consistent rules in their classrooms that are known and understood by students.	
1	• Head teacher understands and applies principles of natural justice and procedural fairness in the implementation of school student welfare and discipline procedures. • Teachers are aware of the student welfare and discipline policy and procedures.	

Leading and managing the faculty – reflection matrix

Level	Staff welfare, development and management	Evidence What would you see/hear/feel at level 3?
3	• Head teacher facilitates a collegial and co-operative culture to support team effectiveness and individual development. • Communication and decision making processes are agreed and used effectively within the faculty. • Teachers benefit from effective professional learning plans that address career and school goals. • Quality practices are evidenced across the faculty such as quality teaching approaches, classroom management, assessment and student welfare.	
2	• Head teacher monitors the implementation of agreed teacher responsibilities and duties, including effective teaching and documentation. • Teachers have professional learning plans. • New teachers are inducted in the requirements, policies and practices of the faculty and the school. • The head teacher is aware of procedures and actively supports teachers experiencing difficulties.	
1	• Head teacher has negotiated the delegated responsibilities and duties of teachers and recognises the need to supervise their implementation. • Head teacher is familiar with the Professional Learning Policy. • Teachers are aware of DET and school policies, procedures and guidelines including the *Code of Conduct*.	

Leading and managing the faculty – reflection matrix

Level	Physical and financial resource management	Evidence What would you see/hear/feel at level 3?
3	• Head teacher has a long-term management strategy for faculty resources. • Head teacher prepares and implements an annual faculty budget, considering views of all teachers and needs of students and school community. • Teachers are responsible for the management of money, equipment and facilities used by their classes and identify strategies for improving these resources. • All teachers take responsibility for risk management processes to achieve a safe and effective learning environment.	
2	• Head teacher consults with faculty to prepare an annual budget. • Head teacher implements and all faculty members participate in financial and asset management practices which meet DET and legislative requirements. • Teachers have delegated responsibilities for resource management. • Head teacher ensures all members of the faculty are aware of occupational health and safety requirements and implement agreed risk management processes.	
1	• Head teacher maintains records which meet DET and legislative requirements for financial and assets management. • Head teachers prepares and monitors the faculty budget. • Head teacher monitors the implementation of DET and school OHS policies and procedures by teachers in the faculty.	

Leading and managing the faculty – reflection matrix

Level	School and community partnerships	Evidence What would you see/hear/feel at level 3?
3	• Teachers in the faculty value the importance of open communication and working with parents for the personal, social and educational welfare of their children. • Faculty members seek and implement opportunities for promoting student learning in the school community. • Faculty members seek to develop effective partnerships with the school community, business and industry that enhance student learning. • Teachers are committed to promoting public education and training.	
2	• Head teacher acknowledges the views and expectations of parents, and works with parents for the personal, social and educational welfare of their children. • Head teacher seeks opportunities to enhance learning by developing partnerships and teachers recognise the student learning benefits of effective partnerships with the school community, business and industry. • Teachers value public education and training.	
1	• Head teacher recognises the student learning benefits of effective partnerships with the school community, business and industry. • Head teacher recognises and promotes the value of public education and training.	

What is a good head teacher?

Chris Presland
Principal Liaison Officer
Professional Learning and Leadership
Development Directorate

Quotes on leadership

- *Lead not manage: There is an important difference. Many an institution is well managed but poorly lead. It may excel in the ability to handle each day all the routine inputs yet may never ask whether the routines should be done at all.* (Bennis, 1994)
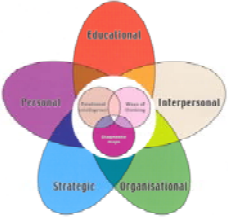
Quotes on leadership

- *Enlightened leaders typically do not solve problems as much as see that problems get solved.* (Unknown)

- *Leadership exists when people are no longer victims of circumstances but participate in creating new circumstances.* (Brian Caldwell 1997)
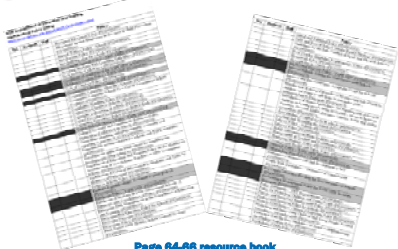
School Leadership Capability Framework (SCLF)
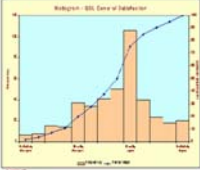
- describes the capabilities that school leaders may use to operate in highly effective ways

- *Resource Book* pages 2o-21

Leadership Capability Framework

- divided into 5 interrelated domains
  - Personal
  - Interpersonal
  - Educational
  - Strategic
  - Organisational.
- domains are underpinned by three higher order thinking skills
  - Emotional intelligence
  - Ways of thinking
  - Diagnostic maps

Leadership Capability

- *It is the combination of brains and heart that ultimately makes the difference.*
- Professor Geoff Scott

How is the SLCF relevant to head teachers?

Chris Presland

Principal Liaison Officer

Professional Learning and Leadership

Development Directorate

SLCF: Find out more

Professional Learning and Leadership Directorate

https://www.det.nsw.edu.au/proflearn/

>Leadership Learning>Frameworks

Session 2: Achieving quality learning outcomes in technology subjects

What are you required to do?

Curriculum requirements for DET schools

- *Curriculum planning and programming, assessing and reporting to parents K-12* (policy and policy standards)
  - See *Resource Book* page 31-41
- Other policies, programs and guidelines
  - across curriculum policies and programs such as environmental education, school to work, anti-racism
  - Specific policies that relate to some subjects eg *Animal welfare, OHS, Internet and Email Services: Acceptable Usage for Schools*
  - See Resource Book pages 64-66

NSW Department of Education and Training Alphabetical Policy Listing

Page 64-66 resource book

What are quality learning outcomes?

- Students perform to their potential against the syllabus standard
  - How do you know?
  - (Performance data)
- Students value the subject and actively participate in the subject
  - How do you know?
  - (Perception/engagement data)

Sources of performance and engagement data

- School collected data eg
  - Student work samples
  - Subject enrolment data
  - Surveys and interviews with parents and students
  - Class time on task
  - Student reports
  - What else???
- Externally provided data eg
  - SMART (DET)
  - Schools Online (BOS)
  - What else???

Survey instruments designed for use by schools in gathering engagement data from students, parents and staff

Quality of school life (QSL)

- *Resource book* pages 23
- A survey tool developed by the Australian Council for Education Research (ACER).
- Recognises the importance of the affective and social dimensions of schooling.
- Has 8 subscales: general satisfaction, teacher/student relationships, student self-esteem, identity, the relevance of schooling, sense of achievement, and negative affect.

Sample Histogram

The figure below gives an example of the analysis of the results provided by the survey for the sub scale *General Satisfaction*.

Click here to view a full sample QSL Report (463 kb ppt)

Questionnaire & Data Entry Templates

School Map

- *Resource book* pages 23-29
- Provides a framework for
  - analysis of the operation of schools
  - a focus for school/faculty development
- Statements describe the characteristics of a highly effective school or classroom in relation to learning, teaching, planning, management, leadership, culture
- Includes survey instruments for teachers students and parents
- See *Student survey about learning* page 27

School Map:
For more information

Provided by DET: Educational Measurement and
School Accountability Directorate (EMSAD)

https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/schoolmap.ht

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Survey instruments designed for
use by schools in gathering
engagement data from students,
parents and staff

SMART data

- School Measurement, Assessment and Reporting Toolkit
- developed by DET: Educational Measurement and School Accountability Directorate (EMSAD)
- cutting edge analysis package for NSW public schools
- enables the manipulation and investigation of student performance data for:
  - ELLA
  - SNAP
  - ESSA
  - SC
  - HSC

SMART data:
For more information

https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/smart.htm

For more information talk to your principal.

Schools Online

- BOS service
- Allows school principals and selected staff to view and maintain BOS information about their school and students
- To ensure security and confidentiality a user ID and secret PIN or Password are required to access the site
- For more information talk to your principal.

What can you do to improve learning outcomes?

- If data tells you that your students are not:
  - performing to an expected standard or
  - engaged in learning that they value
- you need to review both:
  - teaching programs and assessment plans (What you planned would happen in the classroom)
  - classroom practice (What **is** happening in the classroom)

Tools for reviewing syllabus requirements

- Broad checklists to guide the review of programs including course plans, units of work and assessment plans/tasks
- Detailed checklists for ensuring all syllabus content has been addressed (see *MCAT/ECAT*)
- Monitoring implementation of the program eg.
  - Program registers
  - Teacher day books
  - Lesson observations
  - Informal conversations
  - Moderated assessment processes

Draft - *Tools for review: Technology subjects 7-12*

- A resource providing
  - tools for reviewing teaching and assessment plans, units of work and assessment tasks in Stage 4-6 technology subjec*ts*
  - identifying key resources and specific policy links.
- Currently in draft form, to be finalised and published on CS website Term 3 2007.
- Take a few minutes to have a look.

Review tools for quality teaching practices

- *Resource booklet* pages 43-46
- *Quality teaching in NSW public schools* provides the framework for discussing teaching and assessment practices.
- Three dimensions to quality learning; intellectual quality, quality learning environments and significance.
- QT resources
  - Phase 2: A classroom practice guide
  - Phase 3: An assessment practice guide
  - QT resources available at http://www.curriculumsupport.education.nsw.gov.au/qualityteach/index.htm

Activity 3

The purpose of this activity is to identify features of quality, practical classroom practice in particular Stage 5 technology subjects and to consider approaches to providing feedback on classroom practice.

1. Refer to the dimensions and elements of *The NSW model of pedagogy* in the *Resource Book,* pages 43–46.
2. Individually take some time to think carefully about the Stage 5 technology subject you have selected. What are the features of a high quality classroom in action?
3. For practical/project based learning, consider the following questions.

    a. What are students doing when they are engaged in practical activities?

    b. What is the teacher doing to support this learning?

    c. What does the learning space look like/sound like/feel/smell like?

4. Complete the table on the following page.
5. Identify a group recorder. Record your discussions on the A3 recording sheet provided. Discuss and share your ideas with the other members of the group. Your recording sheet will be collected.

Participant notes

Quality teaching of practical/project based learning

What will the students be doing and how will they behave when they are engaged in practical/project based activities?	
What will the teacher be doing to support this learning?	
What does the learning space look like/ sound like/ feel / smell like?	

Activity 4

The purpose of this activity is to analyse the processes needed to provide guidance and feedback to enhance teaching practice and to improve learning outcomes.

1. Read the scenario shown below and use as a context for your work in this activity.

> Is the middle of term 4. The allocation of staff to the timetable for next year means that a trained but relatively inexperienced teacher will be teaching a course for the first time. The Stage 6 course has not been taught for a couple of years and needs to be reviewed.
>
> Outline a process you might use to support the teacher to effectively implement the course. Use the principles of constructive feedback in planning the nature and type of feedback you might provide.

2. Working in groups of 2 or 3, consider the actions shown below and relate these to each of the documentation components. Which actions, related to each component, occur in what order? Create an action plan and then allocate time frames to each action on the following page.
3. Use the *Teacher actions* column on the next page to describe what actions need to be done by the teacher in order to review, implement and evaluate the course.
4. Use the *Head teacher/supervisor* column to record:
    a. What is your role during the review/development process?
    b. When would you provide feedback?
    c. What would inform the nature and focus of your feedback?

Additional information:

Documentation components for a course:
1. Course plan
2. Assessment plan
3. Units of work
4. Assessment tasks

Actions in a course review, implementation and evaluation process include:

Action	Role of Head teacher/Coordinator
1. Establish expectations and requirements	Lead
2. Identify resources	Input
3. Plan teaching and assessment practices and prepare documentation for each component listed above	Feedback and monitoring
4. Implement	Feedback and monitoring
5. Evaluate	Feedback

Timeframe	Teacher: - Identify what actions needs to be done against a timeframe by the teacher to complete all components	Head teacher / supervisor a. What is your role during the process? b. When would you provide feedback? c. What would inform the nature and focus of your feedback?
Week 4 **Term 4**		
Week 10 **Term 1**		

Activity 5

The purpose of this activity is to reflect on the performance of your faculty and identify strategies that may assist you and your faculty to improve student learning outcomes.

1. Individually consider the questions in the space below.
2. Share your reflections and ideas at your table.

Participant notes

a. What evidence do you have about the learning outcomes achieved by students in your faculty? (performance outcomes and engagement, perception information)

b. What else do you need to know about the learning outcomes achieved by students in your faculty? How can you find out?

c. For the areas needing improvement, what strategies might you use in the faculty?

Session 3: Leading a professional learning team

Professional learning:

- is a major contributing factor for improving the learning outcomes of students.
- refers to all opportunities for professional discussion, interaction, practice, reflection and analysis including
  - formal and informal
  - individual and shared
  - face-to-face, online or through other modes of delivery.

DET professional learning policy: Individuals

- Individuals are responsible for:
  - pursuing ongoing professional learning
  - critically reflecting on their practice and achievements
  - contributing to the professional learning of colleagues
- and entitled to seek school-based and systemic support.

DET professional learning policy: Schools

- Schools are responsible for developing a professional learning component within the school plan that:
  - is developed collaboratively with staff
  - is linked to DET and school priorities
  - includes staff professional learning needs, strategies and anticipated outcomes
  - specifically provides individual, structured, long-term, school-based programs of induction for new teachers.

Teacher professional learning funds

- Used for payments for costs associated with:
  - participation in face-to-face or online professional learning workshops, activities, conferences and courses held during and after school hours and within and beyond the school
  - purchases of, or subscriptions for, professional learning resources such as books, journals or electronic publications that directly support professional learning for staff
- Allocations should ensure "the best value for money for the school and that all legislative requirements, particularly occupational health and safety issues, have been addressed"

  (School Manual on Financial Management, Chapter 6.1).

What is quality professional learning in a faculty?

Chris Presland

Principal Liaison Officer

Activity 6

The purpose of this activity is to consider strategies you can use to promote professional learning within the faculty.

1. Individually read through the *Finding time for professional learning* table on page 29 and *Strategies for professional learning in the faculty* on page 30.

2. Discuss with the group:

   a. The advantages and disadvantages of each of the approaches for finding time shown on (page 29).

   b. How you might best use each strategy. Consider examples of a suitable focus and who might be involved in each professional learning strategy on page 30.

3. Discuss what strategies and approaches you have found particularly useful for professional learning.

Participant notes

a. Finding time for professional learning within your faculty

Some possibilities…	Least effective 1	2	3	4	Most effective 5
School development days or parts of school development days					
Buy release days for sub-groups or individuals out of the faculty or school professional learning budget For example: 1. guidelines for programming/policy development is established by HT and faculty at faculty meeting 2. pair of teachers covered by casuals for the day to program a unit or develop policy etc 3. materials developed are printed and circulated to rest of faculty to read 4. response by faculty / editing of materials at faculty meeting 5. original pair of teachers complete final editing, print and distribute to rest of faculty 6. evaluation of materials takes place during and after the teaching of the unit during faculty meeting/s.					
In Term 4, utilise Year 12 periods. Negotiate to have Meadowbanks allocated in specific periods so that Year 12 teachers will be free in the same periods.					
Utilise examination times. Negotiate with the person doing the roster to leave faculty members free during certain periods, where possible.					
Utilise lunchtime plus periods following lunchtime. If necessary, negotiate cover or arrange swaps with teachers from other faculties.					
Working lunches. Faculty budget pays for lunch.					
After school sessions: e.g. 3.30 – 5.30pm, including afternoon tea paid for by faculty 3.30 – 6.30pm followed by dinner paid for by the faculty.					
Scripture period, meeting period, faculty meetings.					
Day or half day in the holidays including lunch paid for by faculty budget.					
Others … - coordinating swimming carnival organisation to release faculty - coordinating examination timetables to release a faculty					

Technology Unit Curriculum K–12 Directorate
http://www.curriculumsupport.education.nsw.gov.au/

b. Strategies for professional learning in the faculty

Strategies	How each strategy might be used. Consider: • A suitable focus for professional learning • Who might be involved in the professional learning
Extended faculty /team workshop	
Lesson observations	
Team teaching	
Regular faculty meetings	
Mentoring	
Coaching	
Shadowing	
Participate in whole school professional learning activities	
Planned one-to-one review meetings between teacher and supervisor	
Attend external professional learning courses and activities	
Professional readings and journals	
Belong to and attend professional association meetings	
Participate in regional or district network meetings	
Undertake further study Action research or action learning projects Other suggestions:	

Strategies for professional learning

- Extended faculty/team workshop
  - planning
  - programming
  - resource management
  - evaluation
  - consistent judgement about assessment
- Lesson observations
  - teacher observes another teacher
  - teacher observes supervisor
  - supervisor observes teacher
  - teacher observes another teacher in another school

Strategies for professional learning

- Team teaching with:
  - another teacher from the faculty
  - STLD
  - ESL teacher
  - Supervisor
- Regular faculty/team meetings
  - sharing new resources
  - sharing a successful lesson
  - sharing a new unit of work
  - reporting back on new ideas from an in-service course

Strategies for professional learning

- Planned one-to-one meetings between teacher and supervisor
  - goal setting
  - programming
  - lesson observations
  - assessment and reporting
  - parent/teacher meetings
  - classroom management
- Mentoring: professional guidance/advice from an expert not in a supervisory or 'assessment' capacity to the individual
- Coaching: guidance/advice from a colleague for specific skills or issues
- Shadowing: working with and or observing the actions and duties of a colleague in order to learn about a job or process

Participant notes

Activity 7

The purpose of this activity is to develop strategies you can use to address a professional learning issue of relevance to you.

1. Prior to lunch you chose one of the professional learning situations listed below to focus on during this activity:
    a. Thinking about applying for head teacher positions (page 32-33).
    b. Working with faculty members to develop professional learning plans (page 34-35).
    c. Preparing for a faculty review (page 36).

2. For the situation you have chosen turn to the page identified above and respond in the space provided.

3. Your group will be asked to provide a summary report to the whole workshop.

Participant notes

Activity 7a: Thinking about applying for head teacher positions

1. Working in pairs, allocate 2 criteria to each pair. Discuss and describe what this criteria is all about. What types of experiences might be included?
2. each pair provides a brief overview to the table about the criteria
3. working individually, identify very specific examples of your achievements that relate to each criteria
   a. Where are your strengths and weaknesses?
   b. What experiences could you undertake to strengthen your experiences?

Criteria	What is the criteria about?	What are good examples of my experience?
1. Record of successful teaching experience and curriculum implementation.		
2. Capacity to initiate improvement and monitor high educational standards.		
3. Successful team work and ability to enhance staff performance and implement equal employment opportunity principles.		

Activity 7a continued

Criteria	What is the criteria about?	What are good examples of my experience?
4. Effective contribution to programs for child protection and student welfare.		
5. Effective communication and negotiation with students, teachers, parents and the community.		
6. Evidence of well developed planning, organisational and resource management skills.		
7. Demonstrated commitment to the values of public education.		
8. Knowledge of and commitment to the Department's Aboriginal education policies (effective from 23 April 2007)		

Activity 7b: Working with faculty members to develop professional learning plans

1. Review the individual *Professional learning plan* proforma (page 35). Consider the scenario described in the proforma.
2. Working in pairs, identify the likely goals for professional learning for this teacher
3. For each goal, identify some possible:
    a. strategies
    b. resources
    c. supervisors assistance and
    d. evaluation techniques/timelines
4. Share your plans with other pairs at the table
5. How might you use or modify the *Professional learning plan* proforma (page 35) with teachers in your faculty?
6. identify a reporter to give feedback to the whole group about question 5.

Participant notes

Professional learning plan

Name:	Kim	Faculty	TAS	Date

Strengths:
- 14 years teaching experience
- Sound subject content knowledge / skills
- Good classroom management
- Reliable and timely record keeping and documentation

Areas for development:
- Use of ICT's in learning activities
- Not confident with built environment design projects in Technology (Mandatory)
- Uncomfortable with student negotiated projects

Goals for professional learning (outcomes to be achieved)	Strategies for implementing goals	Resources (human/physical) needed to implement strategies	Ways supervisor can assist with achievement of professional learning goals	Evaluation of goals How? When?

Activity 7c: Preparing for a faculty review

Scenario: Your school Principal has indicated that as part of regular review processes, your faculty will be reviewed next year.

1. Review the extract from the *DET School self- evaluation toolkit* in *Resource Book,* pages 55–60.

2. Focusing on *Teaching practice* (page 60) read the *Best practice statements* and *Probing questions (Page59)*.

3. Discuss how you could use these 'Best Practice Statements' and 'Probing Questions' in preparation for the review.

4. You have sought a meeting with the Principal to clarify the purpose, requirements and process for the review. Prepare a set of questions that you will use in the meeting.

5. Identify a reporter to outline, to the workshop, the questions you will ask the Principal about the review.

Participant notes

Activity 8

The purpose of this activity is to reflect on discussions at the workshop and to identify some leadership areas to focus on during the year.

1. Individually reflect on the matrix and the performance of you and your faculty in each of the leadership areas.
2. Identify one leadership area you would like to improve upon. For that leadership area identify:

    a.   One action you will undertake this week.

    b.   One action you will undertake next week.

    c.   One strategy you want to put in place this term.

    d.   One strategy you want to have implemented by the end of the year.

Participant notes