



THE SUCCESSION CHALLENGE:

DEVELOPING, SUSTAINING AND GROWING GREAT TEACHER LEADERS FOR QUALITY SCHOOLS AND STUDENT LEARNING

Session 3: Supporting teachers in responding to the challenge

Chris Furner: Designing effective whole school PD programs K-12

1. Use a metaphor to describe the teacher professional development program at your school:-

2. How do teachers learn at your school?

3. What does your school say about:-

Your teachers? _____

Teacher learning? _____

Teacher professional growth? _____

School based professional development programs? _____

Teachers and their career continuum and how this may affect their learning and/or how it informs the PD program at your school?

Contributing to the research on teacher learning across the continuum in their schools

If you are interested in your school being involved in the Macquarie University PhD research on *How teachers learn across the career continuum in the context of their schools*, please contact me directly, as I am visiting schools this semester to invite participation. Schools from regional areas or overseas can participate remotely. A brief description of what will be involved in the research is overleaf.

PhD research: *How teachers learn across the career continuum in the context of their schools*

ACEL Conference invitation to schools to participate in this research

Process

Contact Chris Furner to discuss research participation possibilities:-

christine.furner@hillsgrammar.nsw.edu.au or (02) 96545327

After speaking with the school Principal, and if there were teacher volunteers interested in participating, the total contribution for each teacher would only be two hours over the semester at times that suited the volunteer teachers and the school. Each volunteer would participate in:-

- One 45 minute “chat” with Chris Furner about their learning. Open ended questions would be used in a relaxed setting
- One 40 minute focus group “chat” with colleagues from their school about how teachers learn in the context of their school
- One 20 minute written survey
(All input is totally anonymous and confidential for both teacher participants and the identity of the school)

As participants, they would contribute to:

- The literature and emerging interests in effective schools, teacher career continuums, leadership for learning, schools as learning communities, delivery of effective, contextualised professional learning on school sites
- The future trialling of a career continuum teacher learning methodology approach to the delivery of professional learning
- The use of a career continuum approach to evaluate teacher professional learning programs in schools
- The capacity for school communities to self-assess in this area and plan improvements to their teacher professional development program

Benefits to teachers

- Refreshing chance to talk about themselves and their learning journey
- Afterwards, the chance to reflect upon and ponder their learning and teaching, and form thoughts and plans for their own learning
- Increased morale and collegiality at their school
- Satisfaction in contributing to research which could assist themselves, their colleagues, school and students, as well as the broader national and international teaching profession

Benefits to their school

- School leadership is supported in their efforts to improve the school for both their teachers and students
- The school learning community culture is edified
- The school will receive a report which can assist the community to continue with a conversation about professional learning and teacher development programs
- The school will have access to benchmarking tools to assist them to self-evaluate and monitor their teacher learning resources and initiatives
- The school will have access to the final report and recommendations and assistance with planning the implementation process if desired

Chris Furner 27/7/11