

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. These shapes are primarily located on the right side of the slide, creating a modern, dynamic feel.

COLLECTIVE TEACHER EFFICACY

WILLOUGHBY GIRLS HIGH SCHOOL

JOURNEY

LEAP CONFERENCE 2018

SCHOOL CONTEXT

- ▶ Comprehensive Girls High School
- ▶ 950 students
- ▶ Local school
- ▶ Established 1934
- ▶ Strong academic record - most students proceed to university study
- ▶ Supportive, generally trusting parents - high socio economic area
- ▶ Well regarded in the local community
- ▶ Compliant, caring, cooperative, courteous students
- ▶ Highly skilled, committed teachers; supportive leadership team

The journey begins

- ▶ New principal 2013 (that's me)
- ▶ Very different way of operating - 'planting seeds'
 - ▶ Assessment - loosen up in Years 7-9; focus on AS and FOR as well as SELF & PEER assessment - OPPORTUNITIES FOR FEEDBACK - Dylan Wiliam, John Hattie
 - ▶ Programming - Teaching for Understanding (project Zero - Harvard); Big Questions
 - ▶ Broadening, improving & sharing teaching strategies -Visible Thinking Routines (Project Zero - Harvard); Differentiation for GATs, EALD & Learning Support students
 - ▶ Habits of Mind (wellbeing is teaching & learning is wellbeing)
 - ▶ Leadership development - distributed leadership; teams (involvement based on interest / faculty reps)
 - ▶ Cross curricular learning - Project Based Learning, Problem Based Learning
 - ▶ Significant Investment in Professional Learning (including creating a Head Teacher position to lead this)
- ▶ Some people overwhelmed; others excited; others have stayed in their own lunch boxes
- ▶ 5 years later coherence is emerging

Stumbling onto the clear path - Year No. 6

- ▶ Listening and reading - Making Thinking Visible, John Hattie research, Dylan Wiliam, Guy Claxton & Bill Lucas et al, Pasi Sahlberg, Art Kosta's Habits of Mind; Australian Youth Foundation research; Tony Wagner; Michael Fullan; Yong Zhao - **THERE'S SO MUCH TO CONSIDER**
- ▶ John Hattie's latest top effect size item - Collective Teacher Efficacy - 1.57 - **WOW!!**
- ▶ Dial an expert - Warren & Sue - recommend Jenny Donohoo's book

WHAT I DISCOVERED WE ARE ALREADY DOING

- ▶ Since 2016 - learning cycles - specific differentiation strategies for EALD, Learning Support, GATs; Technology; Problem Solving; Visible Thinking Routines
- ▶ Small groups of teachers - term long action research - try out new teaching strategies - report back to group with evidence of student learning growth. TWO cycles 2016
- ▶ 2017 - PDP - lesson observations using Peer Coaching model - PL time allocated for small group planning, sharing and reflection - cross curricular groupings
- ▶ 2018 - PDP & Peer Coaching model - randomly selected groups of 6-8
 - ▶ Puzzles of practice (protocol) - way of sharing suggestions for effective T&L strategies
 - ▶ Learning circles / cycles - same groups - pairs within group - negotiate data to be gathered in peer observations
 - ▶ Semester 1 & Semester 2 - trialling new teaching strategies - self selected

TEAMS APPROACH / PROTOCOLS

Executive Team - 2018

- ▶ Term 2 - What excites me - fabulous sharing
- ▶ Term 3 - Puzzles of practice - using protocols to collectively solve problems / determine 'a better way'

Professional Learning Team

- ▶ Analyse teacher learning needs / requests
- ▶ Devise interesting PL activities to broaden and improve teacher skills
- ▶ Most PL utilises in-house expertise

ENABLING CONDITIONS FOR CTE

- ▶ Advanced teacher influence
- ▶ Goal consensus
- ▶ Teachers' knowledge about each other's work
- ▶ Cohesive staff
- ▶ Responsiveness of leadership
- ▶ Effective systems of intervention - planned strategies, successful strategies / pedagogies / support

EFFECTIVE PROFESSIONAL LEARNING

- ▶ Ongoing
- ▶ Reinforcing meaningful collaboration (across school; in faculties; teams; across schools - LNCoS)
- ▶ Grounded in teachers' practice
- ▶ Reflection on evidence of student learning outcomes
- ▶ Increases teacher influence (confidence? belief? self-efficacy? group efficacy?)
- ▶ Builds capacity for leadership
- ▶ Taps into sources of efficacy - becomes part of the culture

COLLECTIVE TEACHER EFFICACY

- ▶ **AT LAST** - Jenny Donohoo's book
- ▶ We now have the appropriate direction, structure and language to continue on our collective efficacy journey.

**TAKING RESPONSIBLE
RISKS**

THINKING FLEXIBLY

**THINKING
INTERDEPENDENTLY**

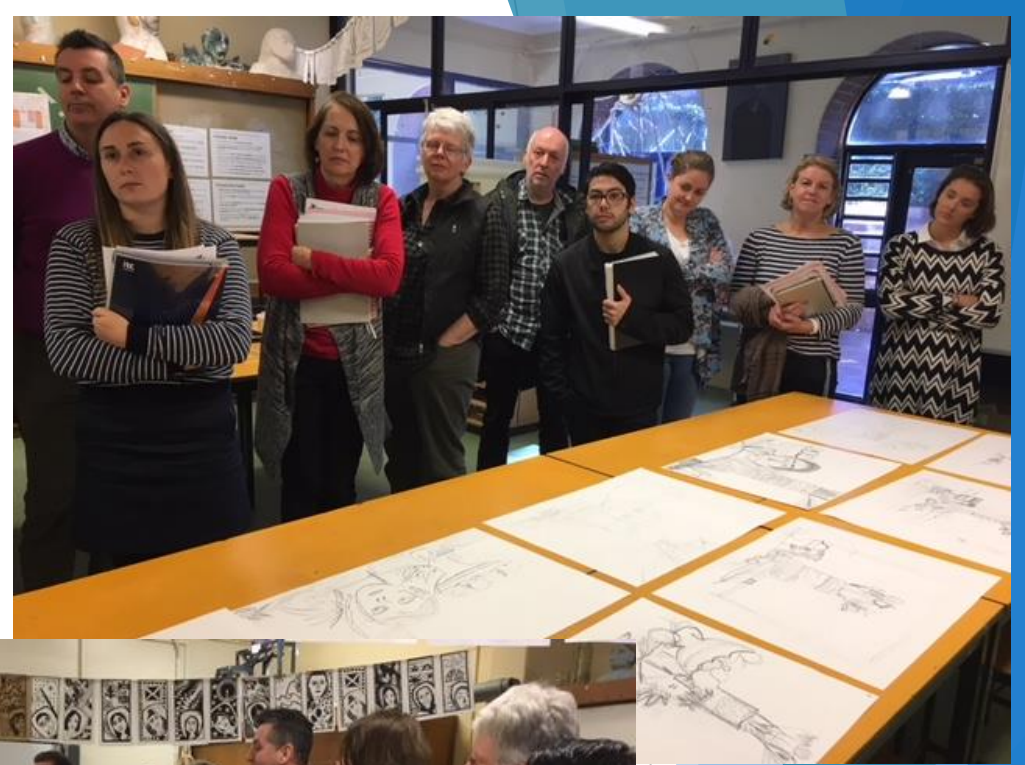


**DRAMA -
IMPROVISATION**



**HABITS
OF
MIND**





LEARNING TO DRAW





**MATHS
PROBLEM
SOLVING**



**DANCE
CLASS**



**LISTENING
TO
COLLEAGUES
SHARING**

