

**LEAP Action Learning Report 2013**

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| Topic area(The What) | Implementation of great teaching , inspired learning – in particular two key reforms* Professional learning for teachers focussed on the priorities of teaching effectiveness in the classroom as identified in research
* New processes developed to better prepare the next generation of school leaders
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| Context(The Where and When) | Mosman High School received $5000 funding (term 3 2013) to strengthen understanding of the learning support framework through ‘Every Student Every School’. Our submission provides PL opportunities to develop the capabilities of staff to provide adjusted learning and support for students to ‘get started’ with their learning. Through ESES funding (term 4 2013) we are able to trial new PL strategies approaches and prepare staff leaders in leading teaching and learning thus building collaborative inquiry and responding to teachers preferences in PL. |
| Research methods(The How) | Staff leaders attended ESES modules 1 &2 and reported back to the Learning Support team research findings. A professional learning staff meeting (term 3 2013) was organised around professional reading from Andrew Solomon’s book ‘Far From the Tree’ chapter on Autism. An ESES team was formed with the intent of creating a ‘book club’ at Mosman to explore Solomon’s work. This ‘book club’ approach was based on the work and findings of Loretta Giorcelli. Early in term 4, an ESES team of staff leaders has formed, met and collaborated on constructing an effective response to assist students with learning difficulties to get started and support staff on modifying their learning experiences. This initiative is now called the ‘Ready, Set, Go then ASK.’ It combines the QTF framework, national curriculum priorities of social support as well as additional research by John Hattie (reference *Visible Learning for Teachers* *Maximising Impact on Learning.* Hattie’s work on “Where am I going. How am I going. Where to Next” is being used as a simple sequence for students to follow at each stage of a unit of work and is also being presented to staff to allow teachers to check on students’ progress, give them feedback and provide explicit teaching on where to next. Further funds will be used in term 4 2013 to review, enhance and implement staff learning in teams ie several ‘book clubs’ of different types based on learning preference. These teams will be structured as follows: Group 1 – Readings; Group 2 –Reading/ Mentoring; Group 3 – Reading/Modelling; Group 4 – Technology and the use of social media. Term 4 SDD – Group staff leaders will present and guide staff PL in ‘Ready, Set Go then Ask.’ Staff group leaders will be encouraged to be a part of the school planning PL team. Successful evaluation of PL groupings may continue with other school based priorities.  |
| Initial findings | * Professional reading encouraged teachers to brainstorm about autism and share cross faculty strategies on how lessons can be modified.
* Staff leaders are keen to get involved in a teams’ approach to professional learning; moving away from one size fits all to a more differentiated approach of what works best
* Staff leaders are keen to experiment with different approaches to PL to better support collaborative lesson preparation, observation and feedback.
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