What Others Say

Excellent presentation. Very relevant. Information was well delivered. All round fantastic PD suitable for all staff.

Janine Shaw – Ass Principal, Vasse Primary School

Was an incredibly stimulating course. I am eager to embark in this journey and to assist staff to have a more positive outlook on their teaching practices.

Liz Wyber, Deputy Principal, Carnarvon Community College

Excellent presentation! Very practical. This is definitely a worthwhile PD that I can go back to my school and implement. Thank you!

Kelly Nebel, Teacher, Penglins College

Always interesting and enjoyable being able to raise awareness of current research. Recognizing that there are a range of tools with same outcome of empowering teachers to improve practice.

Lisa Campbell, Deputy Principal, Pegs Creek Primary School

I know that teachers enjoyed and valued the time that they shared with you and each other. How do I know? From the things that they said about how they felt and what they learned.

*The focus on finding solutions rather than diagnosing problems.
*Your humour.
*Were engaged. The day went quickly.
*Practical ideas on how to improve conversations.
*The possibilities for great conversations throughout all of our school community.

Craig Mattner, Principal, Prescot College

How can teachers use robust, respectful, professional dialogue to share their learning and bring out the best in each other while also building the quality of their relationship?

Research (Hattie, 2003; McKinsey, 2010) has highlighted the critical importance of ‘collaborative practice’ with teachers working together to determine what works in their classroom and to support each other in their learning.

This workshop is for leaders who are in support roles working with teachers on their practice and for teachers who are already working collaboratively with a teacher colleague. It is for those who seek to extend and stretch their practice to, as John Hattie says, “...become learners of their own teaching.” *

Outline of Program

How to work in partnership and move professional relationship beyond friendship to a relationship that enables rigour and challenge and that supports the learning of participants.

- A brief introduction to coaching and the GROWTH model
- Bringing skills of listening, questioning and paraphrasing to conversations about practice
- Exploring a model to make meaning of classroom observation data
- Demonstration of data based coaching conversation with the GROWTH model
- Deconstructing the process and consolidating learning
- Practice conversations
- Summary and next steps

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| Craig Mattner, Principal, Prescot College | Bastow Institute of Educational Leadership | Institute for Professional Learning | Queensland Education Leadership Institute Ltd | Centre for School Leadership, Learning & Development |
Outcomes

As a result of this program participants will leave with:

- Structures for improving classroom practice through professional conversations about classroom observation data
- Principles of professional conversation underpinning a collegial, learning-focused relationship
- Understanding of current research and practice in coaching
- Plans to use the GROWTH coaching model for enhancing conversation
- Coaching skills to support professional conversation including questioning, clarifying and listening
- An understanding of trust building to enable open and honest feedback
- Skills in dealing with the challenges of working collaboratively

Participants

Participants will be from one of three groups:

- classroom teachers working as reciprocal coaches
- in-school coaches such as literacy coaches or mentors supporting early career teachers
- those with staff supervision responsibilities who wish to use classroom observation processes in a more structured way