

# ENGLISH PLT

# Handbook 2012

## GOALS

### **Previous years:**

Using data to differentiate learning

Improving reading comprehension skills

Improving writing skills as measured by NAPLAN

### **2012**

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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## Professional Learning Teams

### Philosophy

Highly Effective Professional Learning should be:

- Focused on student outcomes
- Focused on and embedded in teacher practice
- Informed by best available research on effective teaching and learning
- Collaborative, involving reflection and feedback
- Evidence based and data driven to guide improvement and measure impact
- An individual and collective responsibility of all of us

### The purpose of PLTs at Emmanuel College

- To provide opportunities for teaching staff to engage in onsite professional learning in the context within which they work
- To collectively share their learning
- To interact with research related to specific aspects of teaching and learning, trial them and refine them as part of the learning progress for staff
- To engage in a process of continuous and sustainable improvement

### The Role of the Leader of Professional Learning Teams

- To set the agenda which is based in a focus on improvement of student outcomes
- Prepare relevant literature for reading prior to the meeting
- To focus, in the meeting on exploring the literature as a group and extracting from it the implications for practice at Emmanuel College
- To ensure that there are activities to be conducted between meetings
- To ensure that the focus of meetings remains continuous improvement- thus people are learning, trying, learning and trying continuously

## Protocols for PLTs

### 1. Expectations

- All staff are to attend their scheduled meeting
- The whole group is accountable and responsible to each other
- All staff should actively participate in the meeting
- All materials will be circulated as preparation of pre- reading for next meeting. Where pre-reading is distributed it should be accompanied with annotations and/or questions to guide thinking
- All staff are to be engaged in between meeting activities
- Staff absent for a meeting should complete the between meeting activities and provide relevant materials to PLT leader prior to the scheduled meeting
- Maintain a focus on teacher professional learning (vs. departmental operational matters)

### 2. Time of Meetings

- The start and finish times are outlined in the PLT schedule and should be adhered to
- Any variation to the start and finish times should be negotiated with the Deputy Principal - Leader of Learning
- No other meetings are to be scheduled during PLT meeting times - Year 12 classes are an exception

### 3. Setting Agenda

- The agenda should have as its focus the improvement of student learning outcomes and the pedagogy of teachers.
- The agenda should be set and distributed prior to the day of the meeting
- The key agenda items should emerge from a consensus of the group in the previous meeting

### 4. Communication

- Agendas and minutes are to be distributed to all members and the Deputy Principal - Leader of Learning
- A folder should be maintained in the appropriate KLA area on the TDrive for 2012 PLT which contains all agendas, minutes and where possible copies of materials distributed for reading or discussion

## Professional Learning Teams – Roles

Professional Learning Teams (PLTs) require that teachers, leaders and outside experts assume different behaviours than are typical.

**Teachers** who historically work in isolation are asked to collaborate on tasks aligned with the school's strategic focus (Emmanuel College = improved student learning). They work together as a team of researchers on tasks such as analysis of student data and curriculum design and evaluation – asking questions, exploring possibilities, and measuring the success of their work.

**PLT leaders** listen to and observe discussion, plan a repertoire of questions to move discussion, and assume a partnership role in the team. At times, they will need to help teachers stay focused on the strategic tasks. Also, together with teachers, they will sense when it is appropriate to seek outside help.

**Outside experts**, whether critical friend or domain specialist, interact with teachers not as instructors, but as colleagues who together with the participants delve deeply into the tasks to enable the work of the team to progress.

As well as working alongside teachers during PLT meetings, the **critical friend** provides feedback to the team about how it operates, and works with the group to increase effectiveness. **External domain experts** provide specialist expertise to complete domain specific tasks when needed.

For PLTs to succeed, each participant must be teacher, learner, and colleague throughout the process. Each participant must demonstrate commitment to, and assume responsibility for, the team's goals and achievements.