

Leading Effective Professional Conversations

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AITSL's Statement of Intent

AITSL's goal is to “promote excellence so that more teachers and school leaders work like the best to have maximum impact on student learning in all Australian schools”

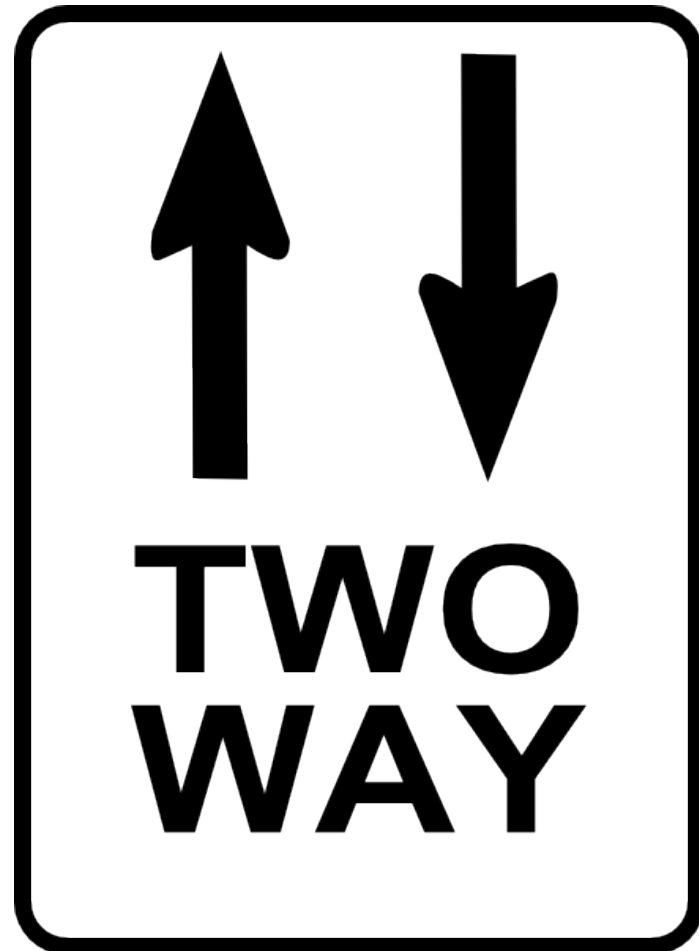
Statement of Intent

<p>Our mission</p> <p>To promote excellence so that teachers and school leaders have the maximum impact on student learning in all Australian schools.</p>	<p>Ways of working</p> <p>Policies and resources</p> <p>AITSL develops national policies and high quality tools and resources to support improvement in teaching and school leadership and consequently student learning. We will continue to work in these areas, focusing on actions that are most likely to have a sustained national impact.</p>	<p>Partnerships</p> <p>AITSL seeks to create a scalable impact by working closely with schools, higher education providers, systems entities and other organisations. We will work in partnership to develop, disseminate and embed our work.</p>	<p>Research</p> <p>Efforts to improve teaching and school leadership must derive from a credible evidence base. AITSL will develop a research plan, commission and conduct research on important issues relating to our mission, and encourage other researchers and organisations to add to this evidence base.</p>
<p>Our aspiration</p> <p>That the efforts of everyone involved in education support more teachers to teach like the best, so that student learning is maximised.</p>			

Areas of focus	
AITSL will undertake research and work in partnership with stakeholders to deliver policies and resources to support:	
<p>Initial Teacher Education</p> <p>As the foundation for successful teaching careers, high quality initial teacher education should include rigorous selection into programmes, structured practical experience for students and robust assessment of graduates. Accreditation of programmes should feature evidence of the quality of graduates, including their demonstrable impact on student learning. AITSL has a central role in implementing the government's response to the Action Note, Classroom Ready Teachers report.</p>	<ul style="list-style-type: none"> > Stronger quality assurance of initial teacher education courses > Rigorous selection for entry to initial teacher education courses > Improved and structured practical experience > Robust assessment of graduates > National research and workforce planning capabilities
<p>School Leadership</p> <p>School leaders have a significant role in ensuring the work of everyone in a school maximises student learning. School leaders need to be well prepared, have a clear understanding of what it means to be an effective leader and be able to act in ways that optimise the levels of autonomy available to them.</p>	<ul style="list-style-type: none"> > The promotion and embedding of the Australian Professional Standard for Principals and the Leadership Profiles in workforce policies and school leaders' practices > Well prepared aspiring and beginning principals > Development, housing and maintenance of tools and resources that contribute to school leader improvement, based on the Principal Standard, including 360° Reflection Tool, school leader self-assessment tool and school leadership eCollection
<p>Teaching</p> <p>Assisting Australia's teachers to increase their impact on student learning is a large scale exercise. Teachers must be supported to implement practices that have been shown to improve teaching; evaluate their impact; seeking feedback about their practice, working together, and engaging in effective professional learning.</p>	<ul style="list-style-type: none"> > The promotion and embedding of the Australian Professional Standards for Teachers > High quality induction for newly career teachers > A review of the Graduate career stage of the Teaching Standards > Evaluation of the use and impact of the Teaching Standards > Promotion and leveraging of the expertise of nationally certified Highly Accomplished and Lead teachers > Development, housing and maintenance of tools and resources that contribute to teacher improvement, based on the Teaching Standards > Efficient and accurate skills assessment for migration > Tools and resources to support teachers to engage in practices that improve learning

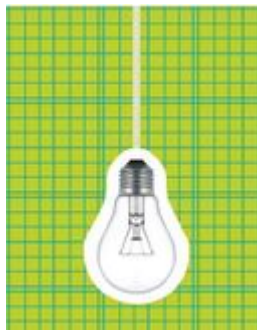
Performance measures	1. Use of AITSL resources, as measured by traffic to and within the AITSL website.	2. Increased awareness, positive attitudes toward, knowledge and use of the Australian Professional Standards for Teachers, the Australian Professional Standard for Principals and AITSL tools, measured through an annual survey.	3. AITSL plays a key role in successfully delivering the Government's response to TIMAG, measured through progress against the agreed work plan.	4. AITSL delivers its agreed work plan within the available budget.
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From 'Feedback' to 'Professional Conversations'



Increasing prominence

- Sector, state and territory policies
- Leveraging high impact activity already occurring



So what do we mean by Professional Conversations?

The formal and informal dialogue that occurs between education professionals including teachers, mentors, coaches and school leaders, which is focused on educational matters.



Conversations covered

Lesson observation and feedback

Career development

Peer to peer conversations

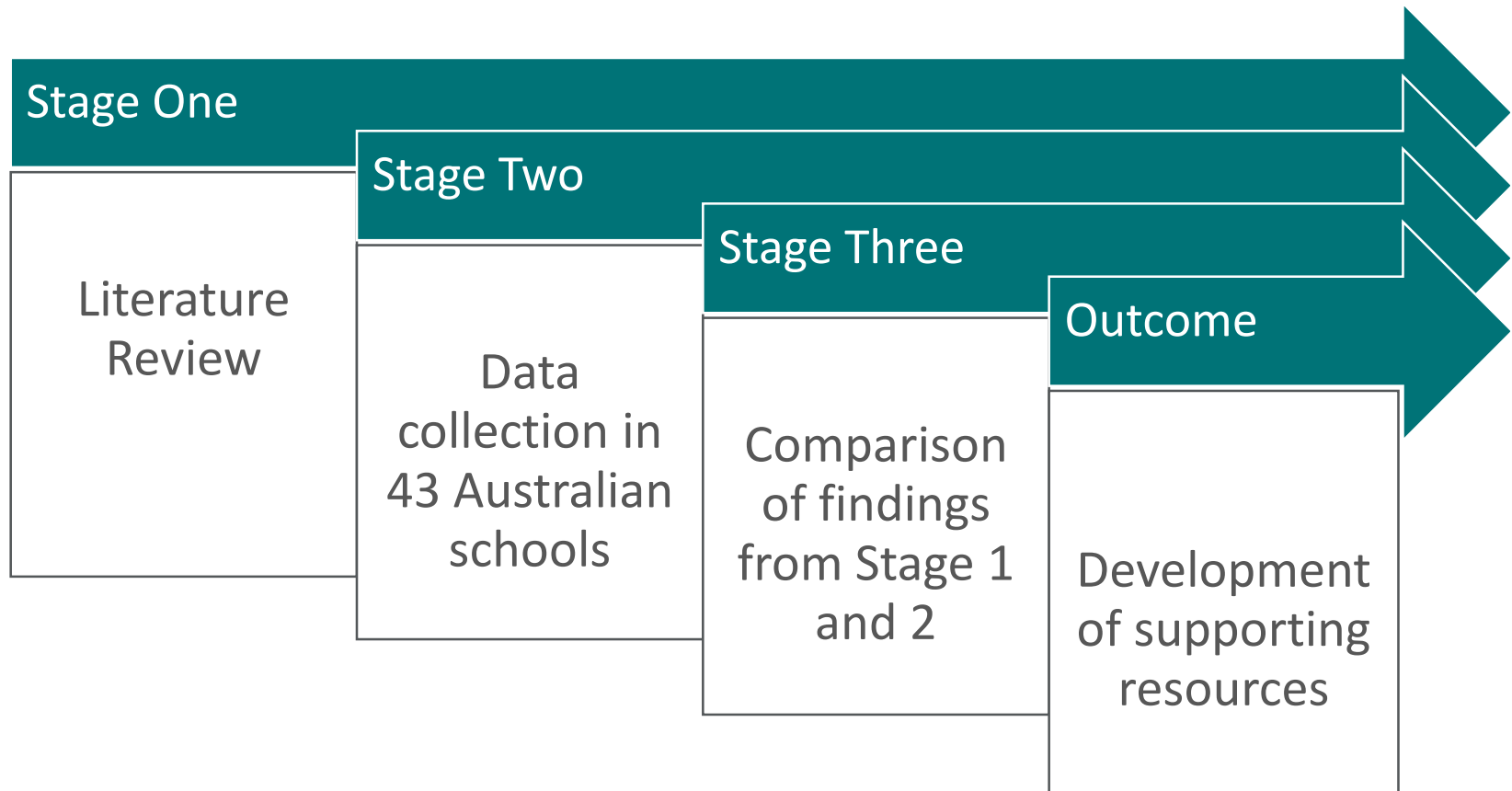
School leader to teacher

Coaching and mentoring

Induction

Goal-setting and achievement

Professional Conversations Project





Professional Conversations Project: Stage One

Literature review approach

Realist Synthesis Method

300 research
items



14 analysed
in depth



3 criteria for
detailed analysis

Untrained vs trained conversations

‘Untrained conversations lack the depth needed to create change in practice’

‘Deep sustained conversations among teachers about matters of teaching and learning remain uncommon’

Enablers for effective professional conversations



Processes
Knowledge
Culture
Relationships
Resources
Context

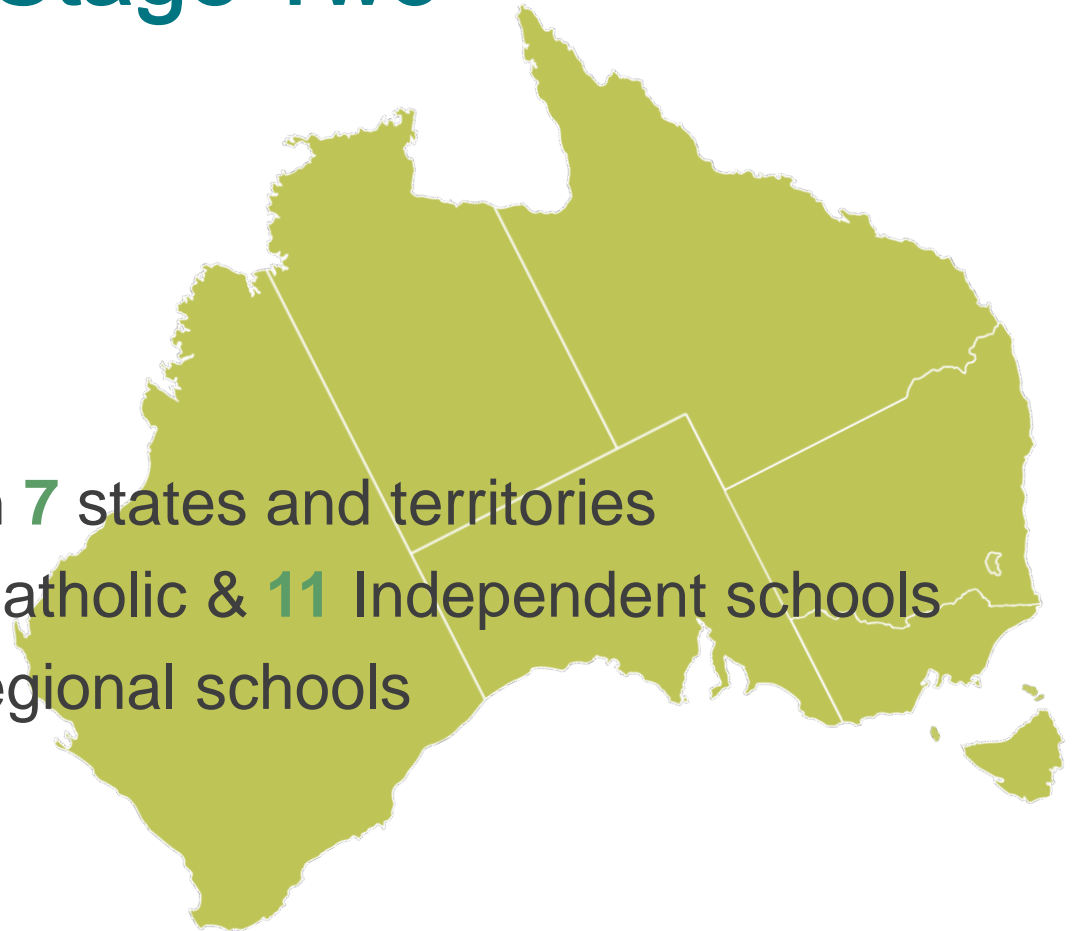
Discussion

- How do these findings resonate with your context and your knowledge of practices in your setting?
- How might you use these enablers to support effective professional conversations among your staff?

Professional Conversations Project: Stage Two

The numbers:

- **43** schools
- Over **2,800** teachers
- A range of contexts in **7** states and territories
- **19** Government, **13** Catholic & **11** Independent schools
- **35** Metro, **5** rural, **3** regional schools



Data collection

- Online questionnaires
- Audit and reflection tools



Stage Two: Initial findings

1. Collaborative problem solving
2. Informal conversations
3. Mentoring
4. Resource use
5. Context

What are teachers saying?

“Our weekly catch-ups are more valued than I realised; I need to offer more regular meetings as well as find a way to record all meeting outcomes.”

“We need more discussion around student data and how to use it to guide conversations.”

“We need a set time for these discussions and we need prompting questions; we want to be more open to challenging each other’s thinking.”

Discussion

- Do these findings surprise you?
- What supporting resources do you think are needed for schools to foster effective professional conversations?

Next steps



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