

Hosted at  
**Te Ao Mārama School**  
33 Hare Puke Dr.  
Hamilton

# Leading Learning

## Developing Leaders Professional Learning Workshop

With Andrew Jones

Prudent teacher leaders are more aware of themselves, others and the breadth of their impact. They intentionally support the development of capacity of all members of their school community by cultivating communal knowledge, relationships, beliefs and mindsets.

By implementing consistent approaches to understanding, gathering and interpreting learning evidence; effective middle leadership is able to build professional capabilities that promote greater internal coherence. These leaders engineer collective professional efficacy and drive significant improvement across the school.



Leading Learning is a practical and evidence-informed professional development program specifically designed for middle-level and/or aspirant leaders. This full-day offering will provide participants with access to highly-reliable and evidence-informed approaches to supporting the development of learning beyond their classroom.

# Full-day Program

\$120 per person

## Session 1: The School as a Growth and Development System

A pragmatic theoretical examination into the organisational forces that impact school improvement endeavours, the practice of school leadership and eventually, student achievement.

## Session 2: Practice-based Evidence and Evidence-based Practice

A provocation designed to enhance the understanding, gathering and interpretation of evidence for teacher and student learning.

## Session 3: Learning from and with each other

An expert navigation into the the science and art of teacher professional learning design for schools and within districts.

## Session 4: Leading from the Centre

An exploration into learning climate, culture and representations of that in teacher belief, mindsets and dispositions. Establishing internal coherence in our school?

## Session 5: Mindful Leadership and Mindful Practice

An introduction to understanding and leading Mindfulness in schools. Mindful school leaders are more aware of themselves, others and their community. Mindful leaders develop and embed reflective capabilities that encourage a greater sense of both personal and group awareness.

Andrew Jones is an expert in learning design and teacher professional development. He is currently completing his PhD at the University of Melbourne in the area of Learning Culture and Teacher Beliefs under the expert tutelage of Professor John Hattie. He has been working in schools in a range of school settings both as a teacher and as a school leader for over 20 years. He led the closure and regeneration of four failing schools in the northern suburbs of Melbourne and he has a Master's in Educational Leadership. He consults regularly with practitioners government, researchers and policy makers across Australia and has worked in New Zealand, the Pacific Islands, Europe and in the United States.



