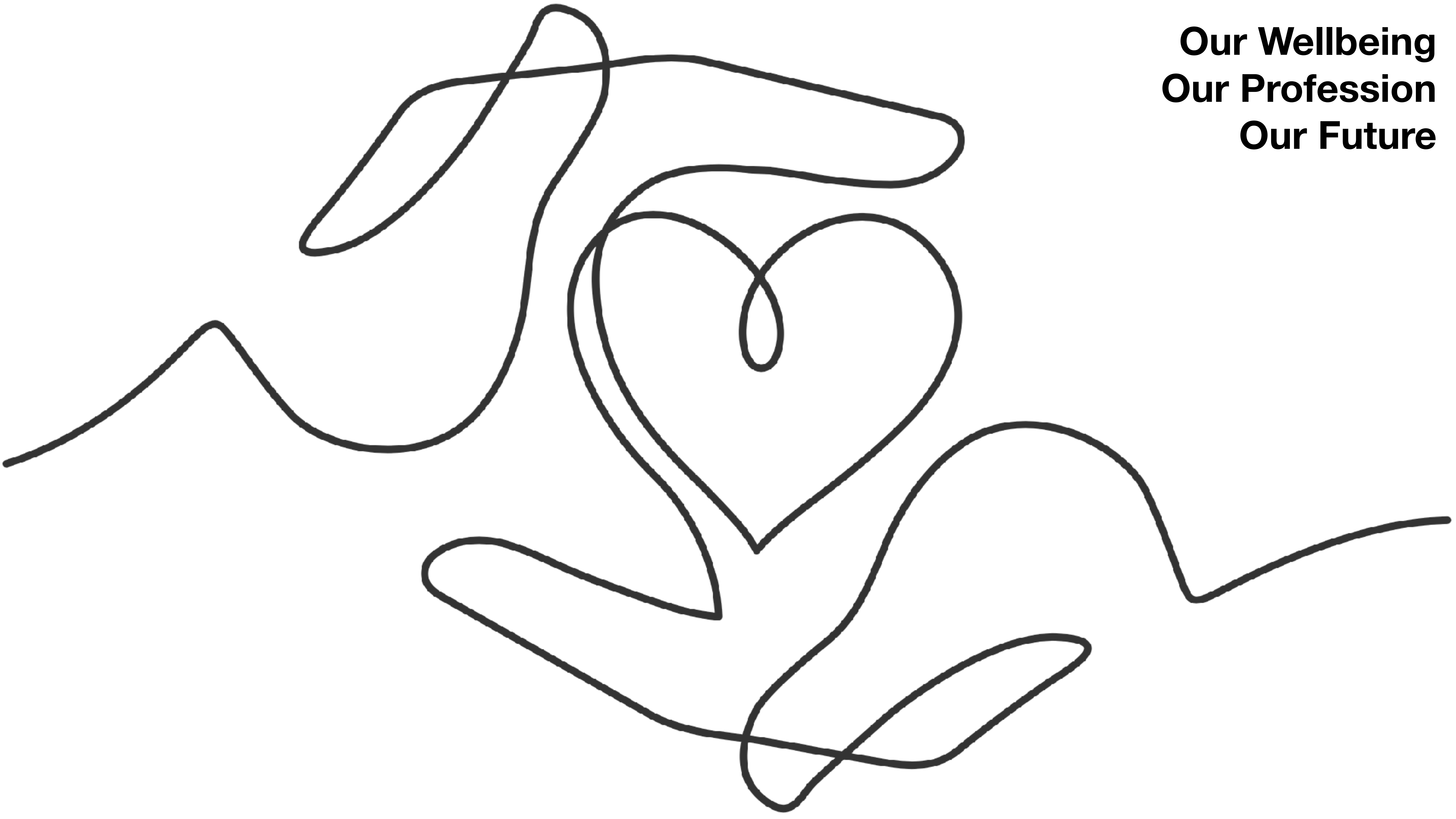


**Our Wellbeing  
Our Profession  
Our Future**









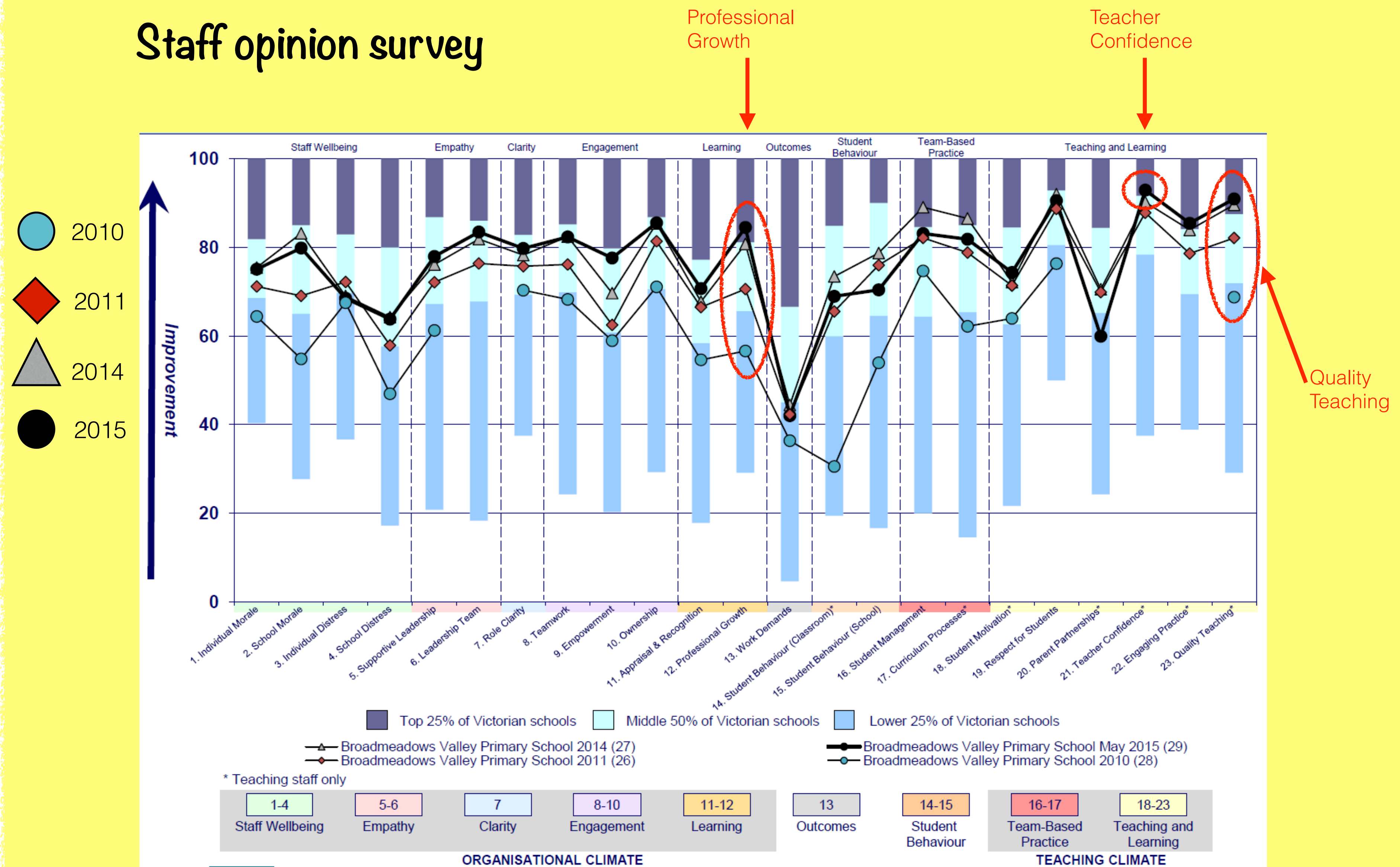
Internet access
Low family income
Overall education
Post-schooling qualifications
Unskilled workers
Readiness for schooling
Disability Support
Long-term unemployment
Rent assistance
Unemployment
Y9 reading
Child maltreatment
Juvenile convictions
Domestic violence
Prison admissions

**Table 4 – 6:** Victoria's 40 highest-ranking postcode areas on the 'disadvantage' factor (listed alphabetically within bands)

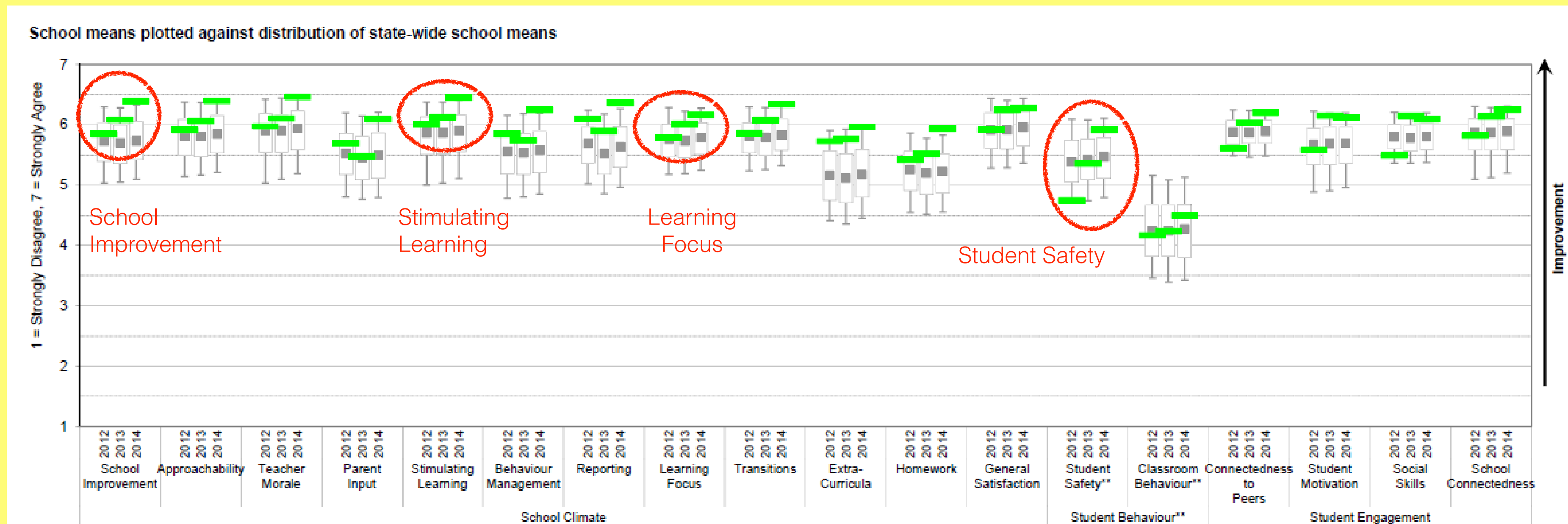
Band	Localities arranged alphabetically	Estimated population	Top 5% (✓)/ top 10% (*) in 2007
<b>1</b>	3047 Broadmeadows	10,578	✓
	3214 Corio	15,072	✓
	3177 Doveton	8,404	✓
	3200 Frankston North	5,626	*
	3465 Maryborough	7,630	✓
	3840 Morwell	13,691	-
Supplementary: Special case	3520# Korong Vale	248	✓



# Staff opinion survey



# Parent opinion survey



# Matched cohort NAPLAN data

Matched cohort NAPLAN data



## NAPLAN MATCHED YEAR 3 TO 5 COHORT GROWTH NUMERACY

GROWTH PERIOD	State Mean	School Mean	% above or below
2010 - 2012	87	69	20.5% below
2011 - 2013	81	74	8.5% below
2012 - 2014	88	91	3.5% above

2013 - 2015

20-25% above

## NAPLAN MATCHED YEAR 3 TO 5 COHORT GROWTH READING

GROWTH PERIOD	State Mean	School Mean	% above or below
2010 - 2012	73	77	5.4% above
2011 - 2013	76	92	21% above
2012 - 2014	78	100	22% above

2013 - 2015

25+% above

## NAPLAN MATCHED YEAR 3-5 COHORT GROWTH WRITING

GROWTH PERIOD	State Mean	School Mean	% above or below
2010 - 2012	61	56	8% below
2011 - 2013	66	52	18% below
2012 - 2014	52	70	26% above

2013 - 2015

25+% above

MINDFUL  
LEARNING  
AND  
LEADERSHIP | TAKE A  
CLOSER  
LOOK

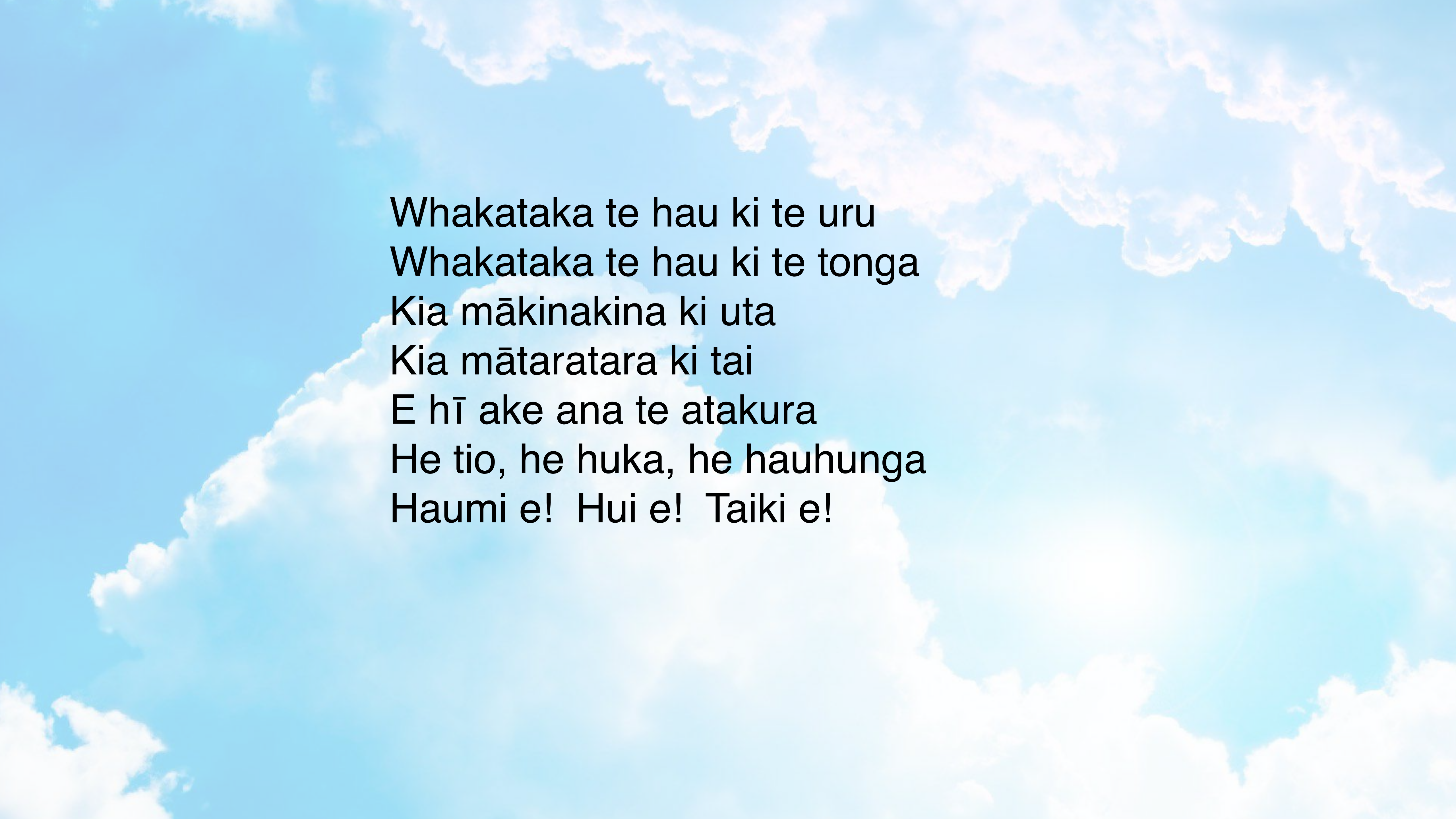
# THE MINDFUL LEADER

DEVELOPING A WHOLE SCHOOL APPROACH TO  
SCHOOL LEADER HEALTH AND WELLBEING

# This CPPA connections day event is proudly supported by our Business Partners







Whakataka te hau ki te uru  
Whakataka te hau ki te tonga  
Kia mākinakina ki uta  
Kia mātaratara ki tai  
E hī ake ana te atakura  
He tio, he huka, he hauhunga  
Haumi e! Hui e! Taiki e!



# *Programme*



- 8.30: Collegiate Networking
- 9.00: Executive Welcome
- 9.10: Workshop Session 1
- 10.30: Morning Tea
- 10.40: Workshop Session 2
- 12.30: Lunch
- 1.30: Workshop Session 3
- 3.15: Closing Remarks



# Our Journey

## EPISODE 1

**The Internal Landscape**  
Best Possible Self

## EPISODE 2

**The Social Landscape**  
The Social Eco-System

## EPISODE 3

**The Professional Landscape**  
Make plans, not excuses



WHAT I <i>notice</i>	WHAT I <i>wonder</i>

# Norms and protocols

1. Chatham House rules: Be mindful of confidentiality and privacy
2. Be here now
3. Assume positive intentions
4. Ground statements in evidence
5. Take an inquiry stance (Beginners Mind)
6. Create space for all voices



*“It is wrong always,  
everywhere, and for  
anyone, to believe  
anything upon insufficient  
evidence”.*

*(The Ethics of Belief)*





A person is sitting on a wooden dock, looking out over a calm lake. The lake reflects the surrounding mountains and the person on the dock. The mountains are covered in green forest and have rocky peaks. The sky is clear and blue. The overall scene is peaceful and scenic.

# Let's arrive

**Huddle**  
LEARNING SYSTEMS



# Work-related stress

*The response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.*

- World Health Organization's (WHO)

- Its an emotional experience characterised by nervousness, tension and strain.
- Often made worse when employees feel they have little support from supervisors and colleagues and where they have little control over work or how they can cope with its demands and pressures.



NEW ZEALAND PRIMARY AND AREA SCHOOL  
TEACHERS' AND PRINCIPALS'  
OCCUPATIONAL HAUORA / HEALTH AND  
WELLBEING  
**SURVEY REPORT 2019**

**NZEI TE RIU ROA**  
NEW ZEALAND EDUCATIONAL INSTITUTE



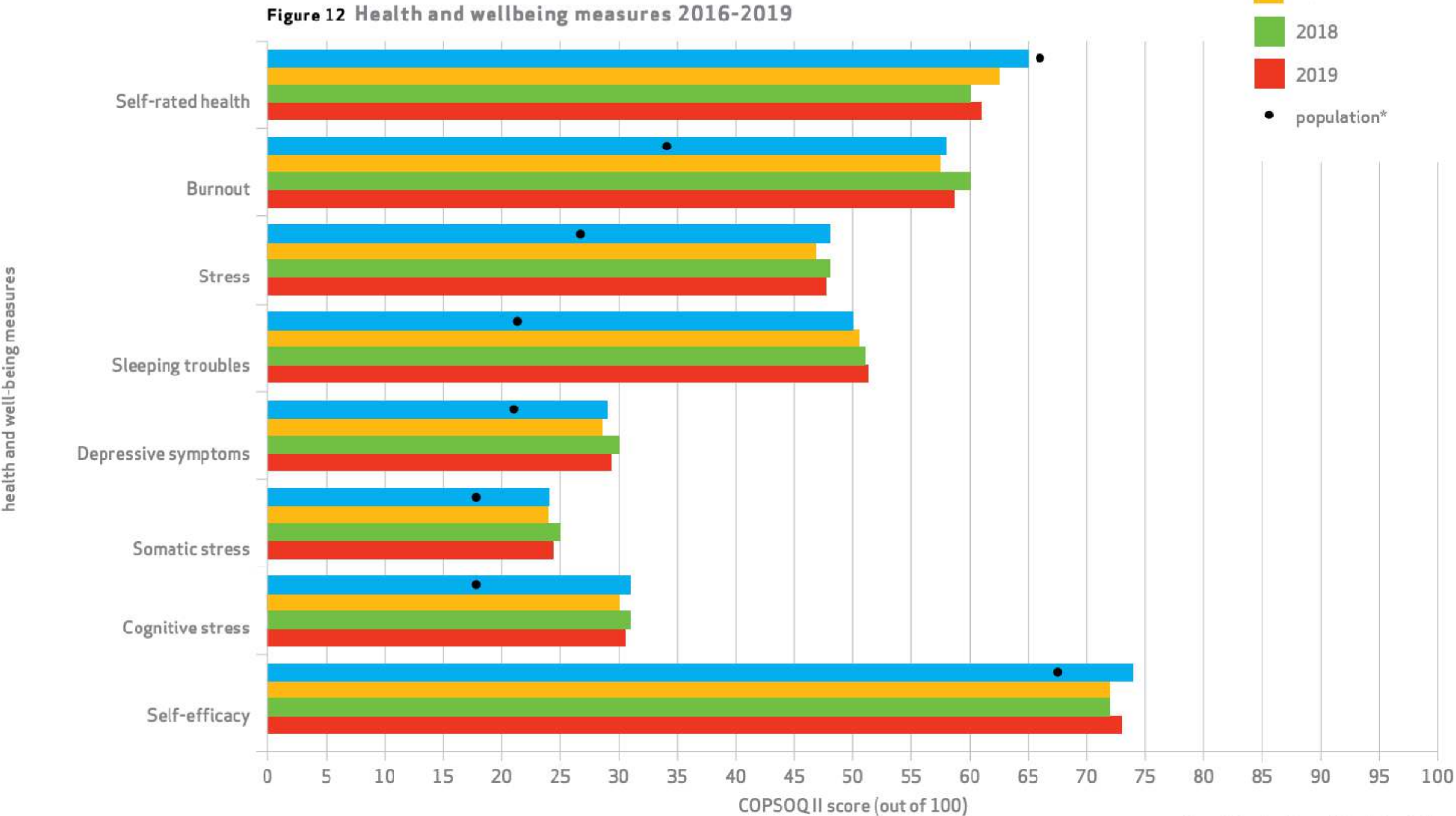
**PRINCIPAL HEALTH  
AND WELLBEING**



**STRATEGY 2018 - 2021**



# Health and wellbeing outcomes for principals



\*Population benchmark data is for 2019



threats of violence

males

females

actual violence

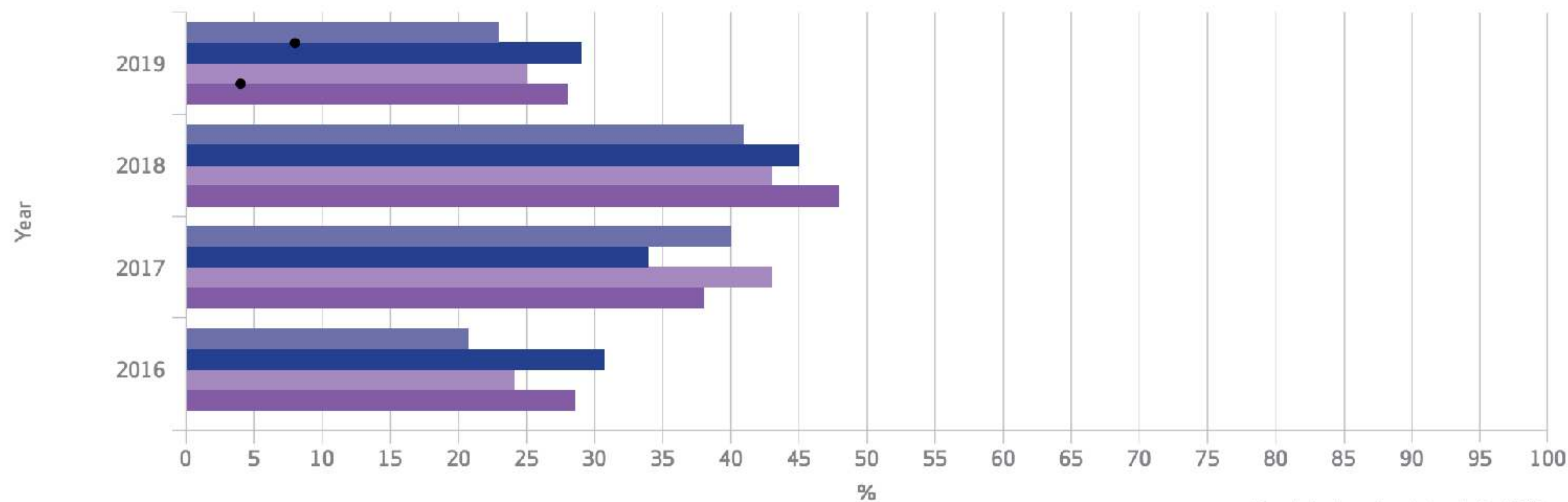
males

females

population \*

•








**Figure 14 Rates of threatened and actual violence by sex of respondent 2016-2019**



*\*Population benchmark data is for 2019*

**The Australian Principal Occupational Health, Safety and Wellbeing Survey<sup>2</sup> found that nationally, when compared to the general population, principals experienced higher levels of:**

- Job demands (1.5 times higher)
- Emotional demands (1.7 times higher)
- Emotional labour demands (1.7 times higher)
- Burnout (1.6 times higher)
- Stress symptoms (1.7 times higher)
- Difficulty sleeping (2.2 times higher)
- Cognitive stress (1.5 times higher)
- Somatic symptoms (1.3 times higher)
- Depressive symptoms (1.3 times higher)
- 2.9% reported thoughts of self-harm, often or all of the time.

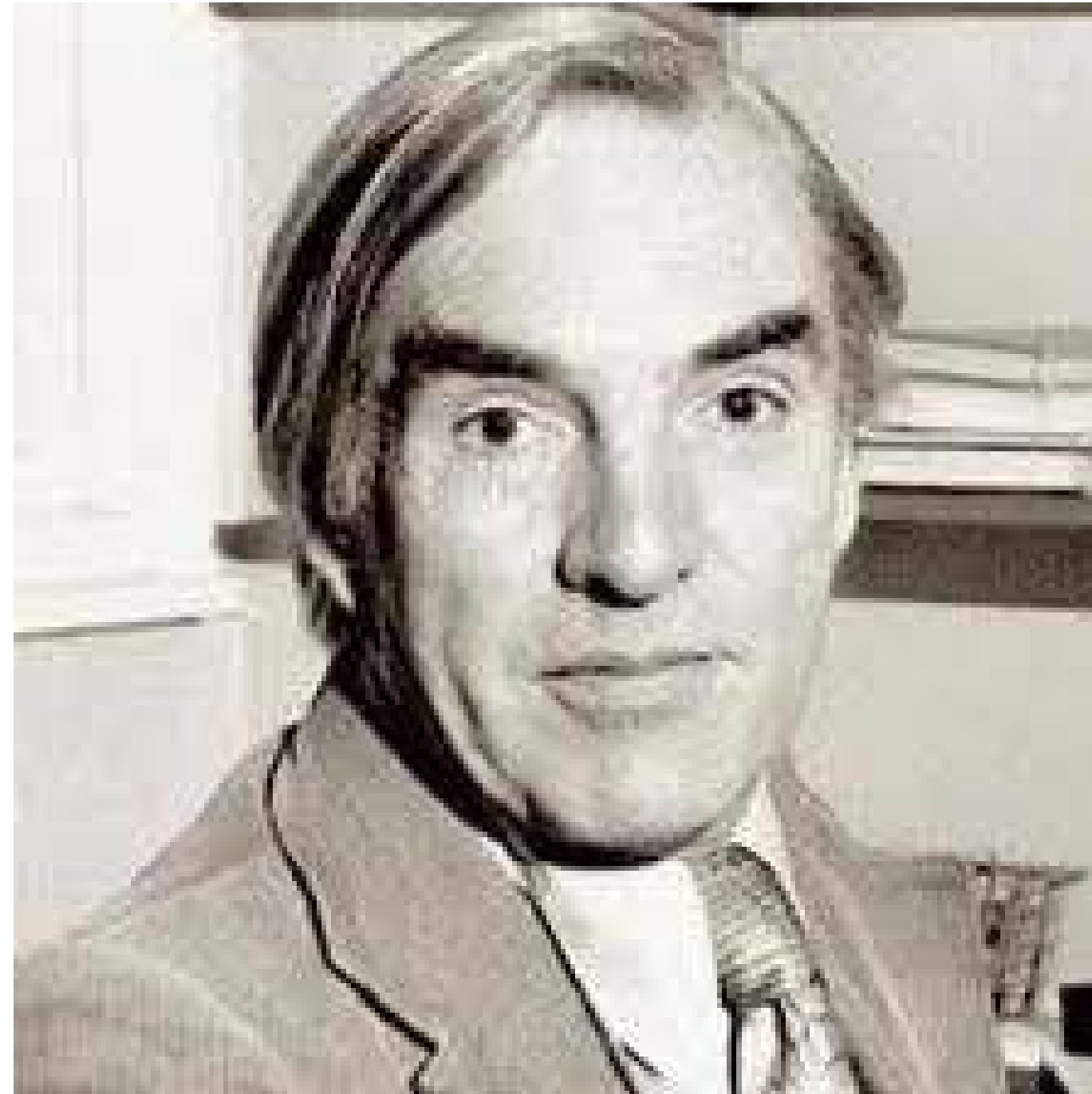
	PROACTIVE		RESPONSIVE
KEY INITIATIVES 2018-2019	Promote <i>Builds on positive psychology, organisation development, management and organisational psychology practices</i>	Protect <i>Builds on occupational health psychology, public health and occupational health and safety and risk management practices and responses</i>	Address <i>Builds on medicine, psychiatry and psychological health and wellbeing responses</i>
 School Policy Templates Portal	<ul style="list-style-type: none"> <li>• Frees up principals to focus on aspects of the role that bring meaning and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Minimises the source of a significant job stressor</li> <li>• Reduces job demands</li> </ul>	
 Principal Mentor Program	<ul style="list-style-type: none"> <li>• Helps develop social capital</li> <li>• Develops a growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>• Reduces isolation as a risk factor</li> <li>• Buffers against potential stressors on the job</li> </ul>	
 Regional Capability Development	<ul style="list-style-type: none"> <li>• Helps develop social capital</li> <li>• Encourages positive leadership and cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>• Buffers against potential stressors on the job</li> </ul>	
 Proactive Wellbeing Supervision	<ul style="list-style-type: none"> <li>• Adopts a strengths based approach</li> <li>• Emphasis on enhancing wellbeing (not addressing issues)</li> <li>• Encourages the development of effective coping mechanisms</li> </ul>	<ul style="list-style-type: none"> <li>• Prevents unmanaged stress from building up</li> <li>• Reduces the development of vicarious trauma</li> <li>• Identifies early health and wellbeing risk signs</li> </ul>	
 Principal Health Checks	<ul style="list-style-type: none"> <li>• Encourages and promotes healthy lifestyle practices</li> <li>• Increases awareness of health issues</li> </ul>	<ul style="list-style-type: none"> <li>• Minimises hidden health risks</li> <li>• Prevents the escalation of risks into serious illness or injury</li> </ul>	<ul style="list-style-type: none"> <li>• Enables professional health interventions</li> </ul>
 Complex Matter Management		<ul style="list-style-type: none"> <li>• Minimises the source of a significant job stressor</li> <li>• Reduces job demands</li> <li>• Connects principals to existing Departmental resources</li> </ul>	<ul style="list-style-type: none"> <li>• Connects principals to professional health interventions</li> </ul>
 Early Intervention Program		<ul style="list-style-type: none"> <li>• Identifies early health and wellbeing risk signs</li> <li>• Prevents the escalation of risks into serious illness or injury</li> </ul>	<ul style="list-style-type: none"> <li>• Enables longer term professional health interventions</li> </ul>



## **Victorian government bill would give principals the power to ban abusive parents from school grounds**

Posted Tue 4 May 2021 at 11:49am, updated Tue 4 May 2021 at 2:09pm





Lawrence Stenhouse



*“Our educational realities seldom conform to our educational intentions. We cannot put our policies into practice. We should not regard this as a failure peculiar to schools and teachers”.*





The *problem* with  
the *problem*



**Wellbeing** ↔ **Performance**



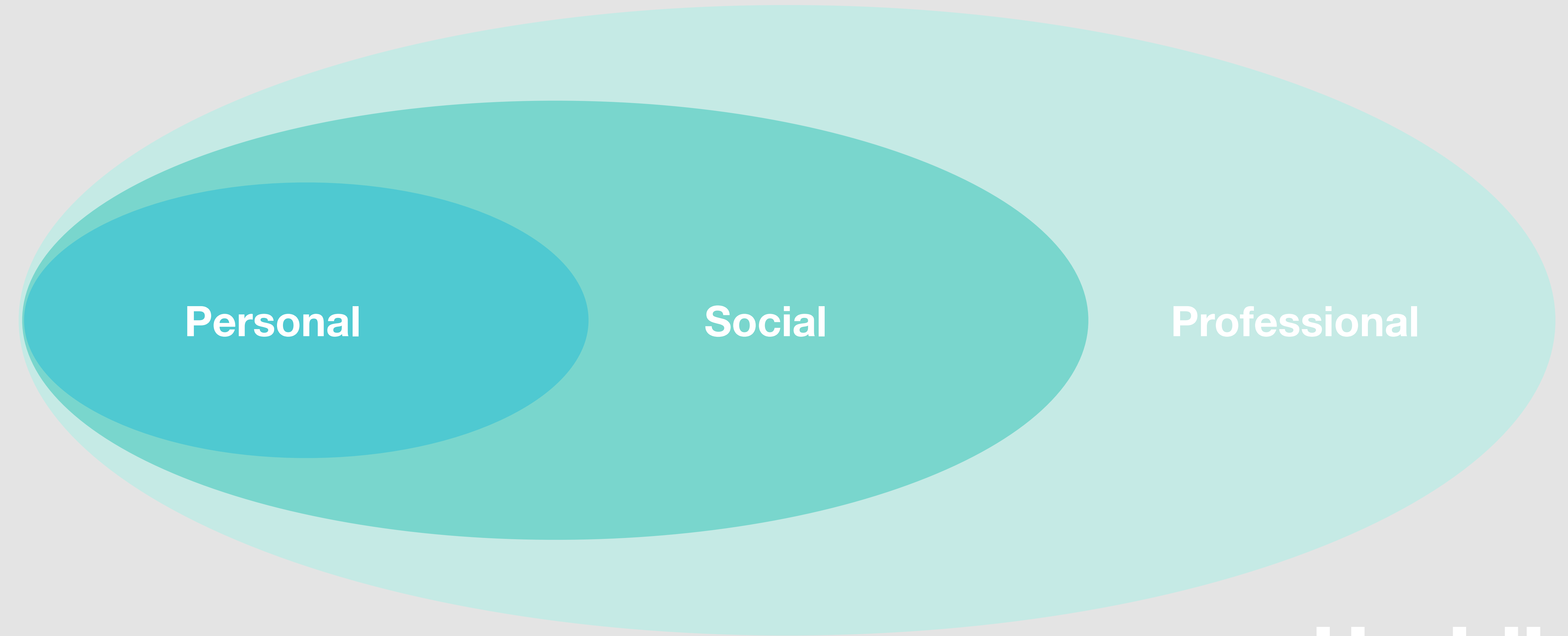
# Psychosocial hazards

Factors in the design or management of work that increase the risk of work-related stress and can lead to psychological or physical harm

- **low job control**
- **high and low job demands**
- **poor support**
- **poor organisational change management**
- **poor organisational justice**
- **low recognition and reward**
- **low role clarity**
- **remote and isolated work**
- **violent or traumatic events**



# Leadership Practitioner Identity





# Part 1: The Internal Landscape

Best Possible Self

# At your best

Bring to mind a moment of high impact that you've had as a teacher over the past 3 months. It might have been with a student, parent or colleague.

Write down why.

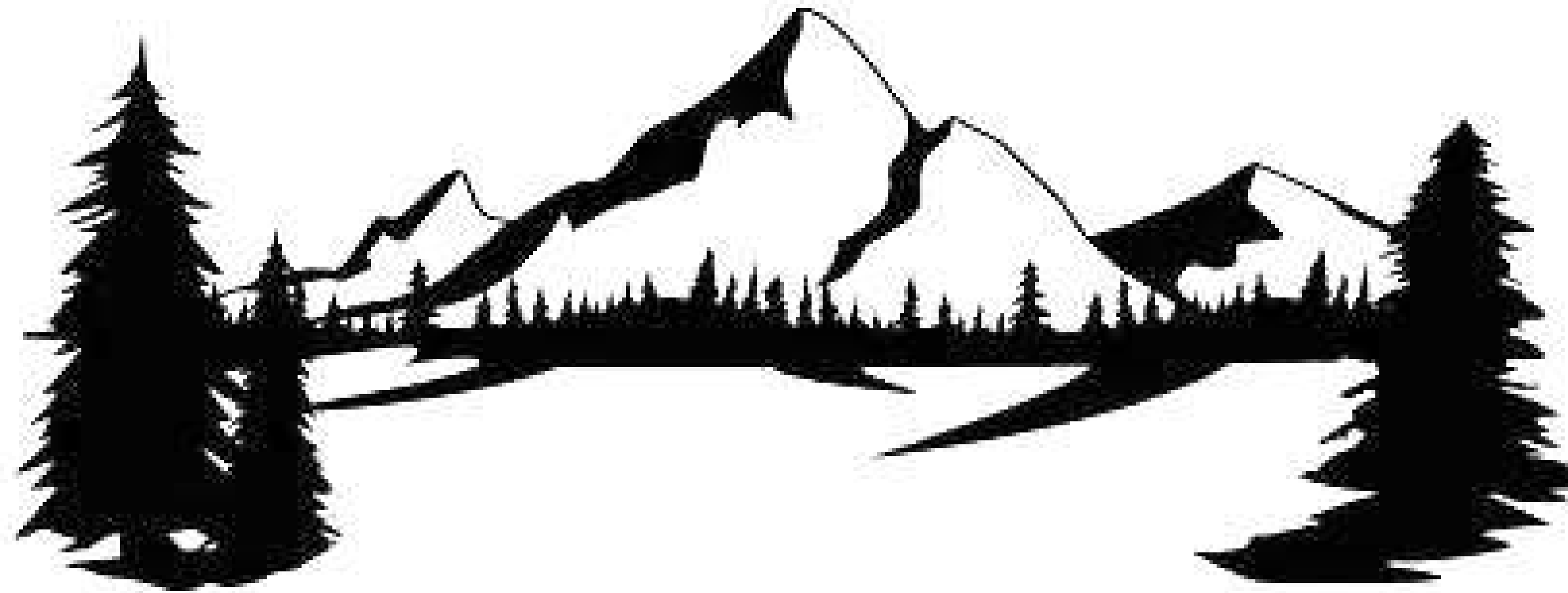
- What it made it so effective?
- What strengths / qualities were you displaying?
- How were you feeling?



# Reality Gap

Our current reality

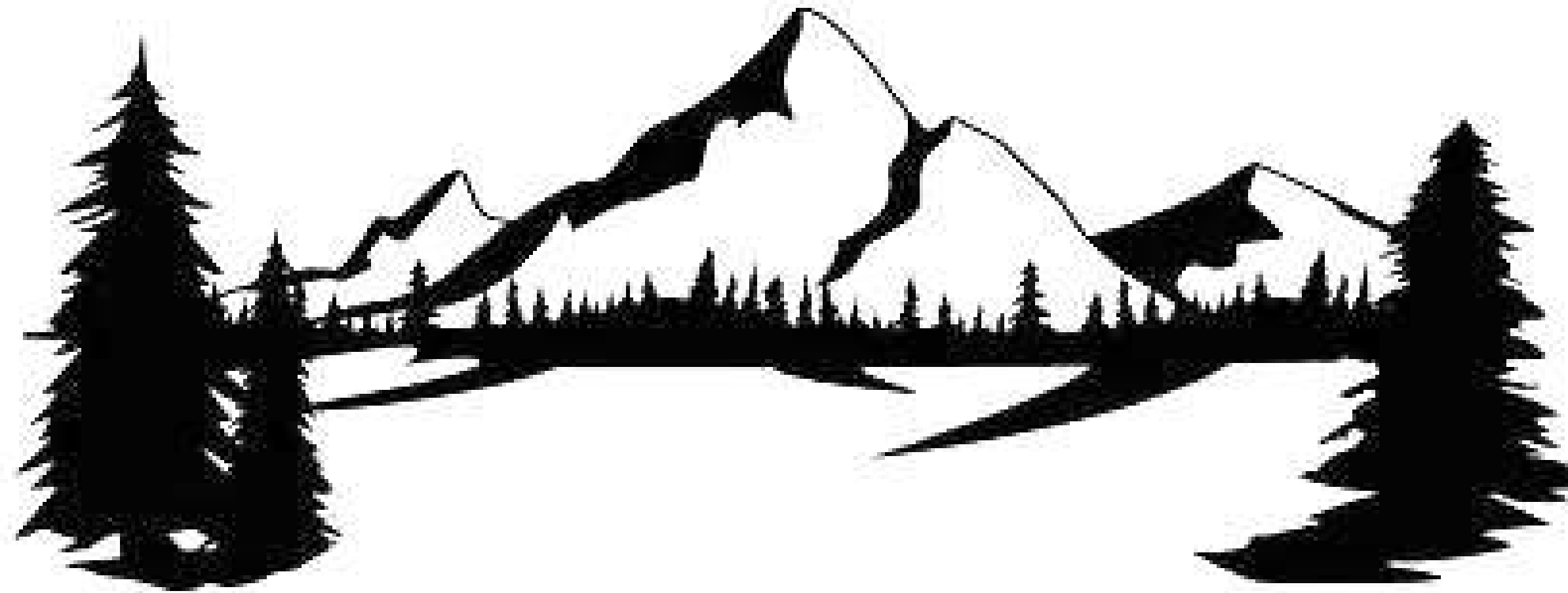
The person we want to be  
(best possible self)



# Reality Gap

Our current reality

The person we want to be  
(best possible self)





A person with a backpack stands on the peak of a large, reddish-brown rock formation. The person is silhouetted against a clear blue sky. The ocean is visible in the background, with several smaller rock formations in the distance. The overall scene conveys a sense of achievement and looking out over a vast landscape.

# Best Possible Self

So, what gets in the way?



A white hurdle race hurdle stands on a red running track. The hurdle has three horizontal bars and is supported by two vertical posts. The track has white lane markings. The hurdle is positioned in the foreground, and its shadow is cast on the track.

## **SOME OF THE THINGS WE HEARD FROM THE YEAR 12's**

- Expectations for performance (from self for parent) and worrying about these
- Workload / Falling behind
- Motivation (up and down)
- Social life
- Social media
- Energy levels
- Stress
- Time management



# Performance

Ability

Skills

Knowledge

Experience



Performance



# Performance

Ability

Skills

Knowledge

Experience



Thoughts and emotions

Performance





# Cognitive fusion

- Thoughts dominate behaviour – “being pushed around by thoughts” (Harris, 2009)
- Entanglement with judgments – thoughts are taken literally
- Reduces the impact of direct experience
- Reduces Psychological Flexibility

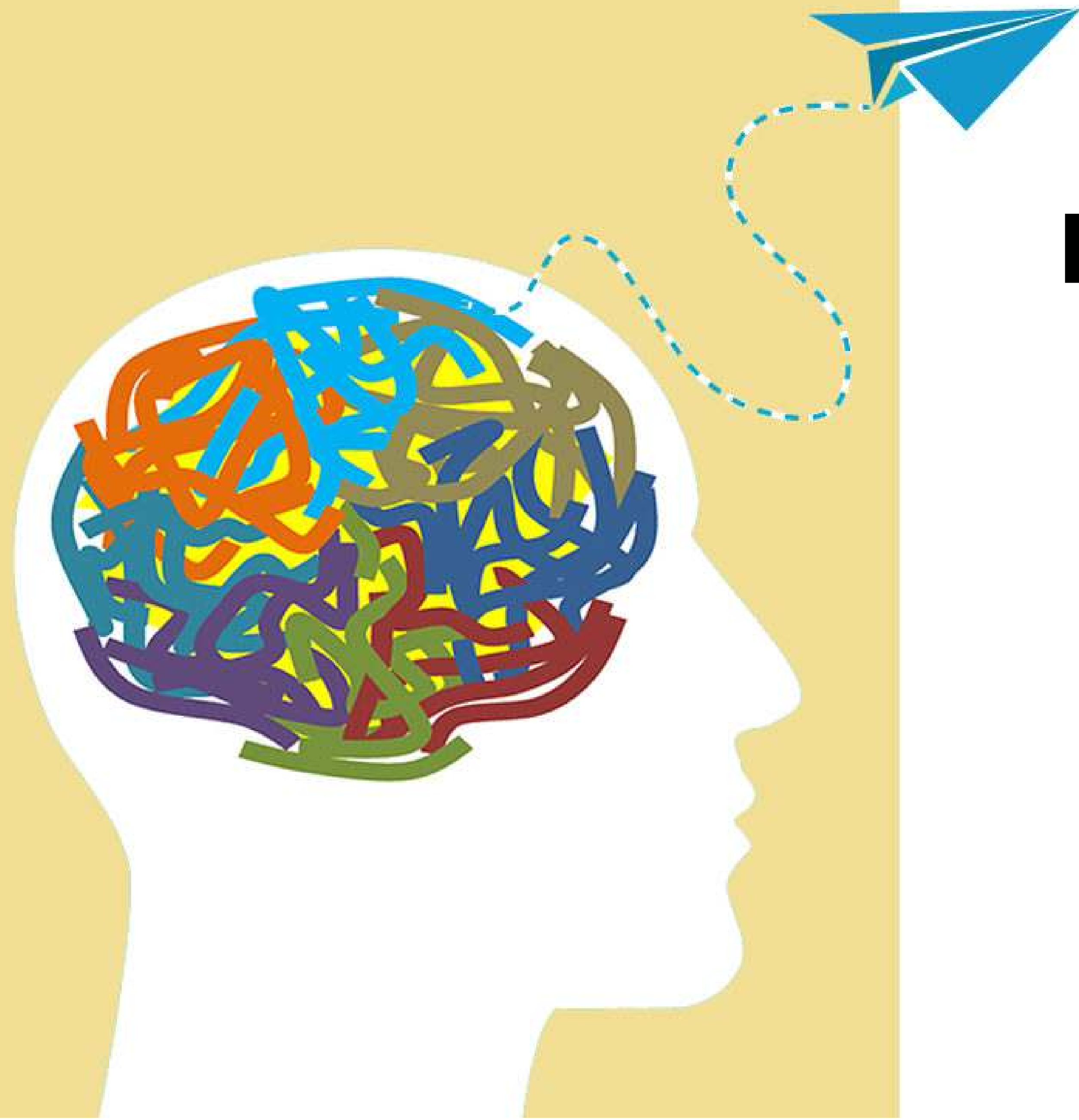




# Negativity Bias

- Hard wired
- Adaptive
- Velcro / Teflon



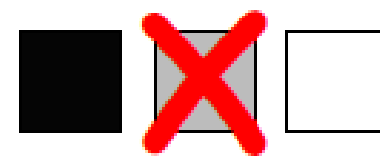


# Default Mode Network

A major resting-state network that supports most baseline brain activity; the mind is inattentive, distracted, recalling past, daydreaming.

# Unhelpful thinking (ANTs)

## All or nothing thinking

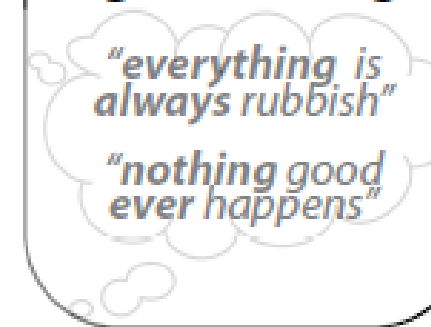


Sometimes called 'black and white thinking'

*If I'm not perfect I have failed*

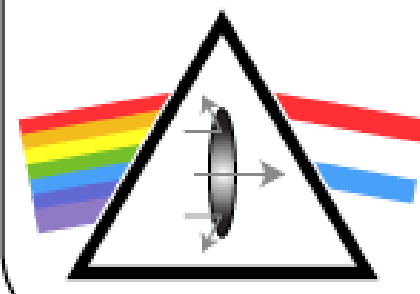
*Either I do it right or not at all*

## Over-generalising



Seeing a pattern based upon a single event, or being overly broad in the conclusions we draw

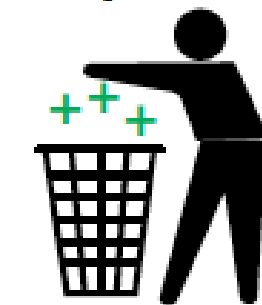
## Mental filter



Only paying attention to certain types of evidence.

*Noticing our failures but not seeing our successes*

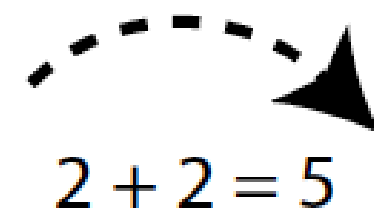
## Disqualifying the positive



Discounting the good things that have happened or that you have done for some reason or another

*That doesn't count*

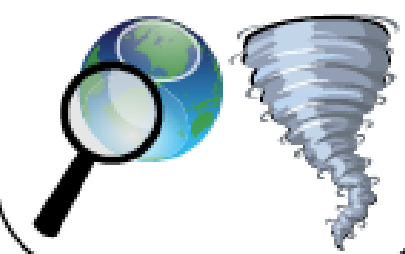
## Jumping to conclusions



There are two key types of jumping to conclusions:

- **Mind reading** (imagining we know what others are thinking)
- **Fortune telling** (predicting the future)

## Magnification (catastrophising) & minimisation



Blowing things out of proportion (catastrophising), or inappropriately shrinking something to make it seem less important





# Critical boss



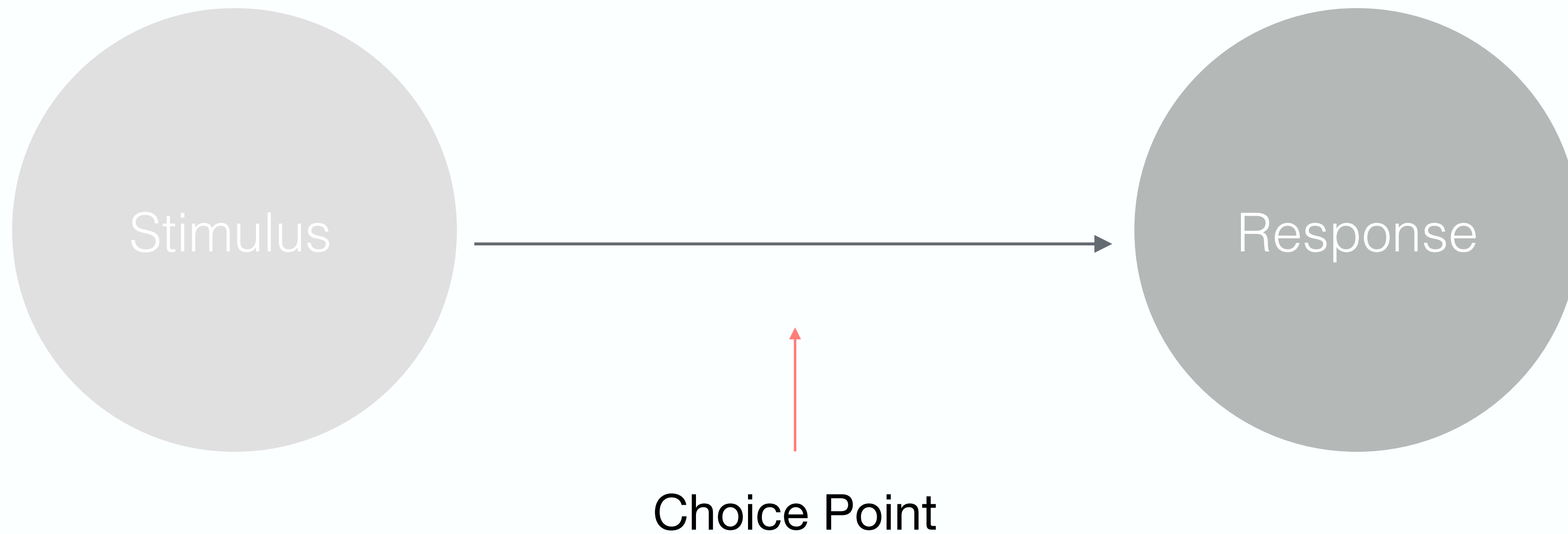
# Mindfulness

“The awareness that arises from paying attention, on purpose, in the present moment and non-judgmentally”.

- Kabat-Zinn



# Responding vs Reacting

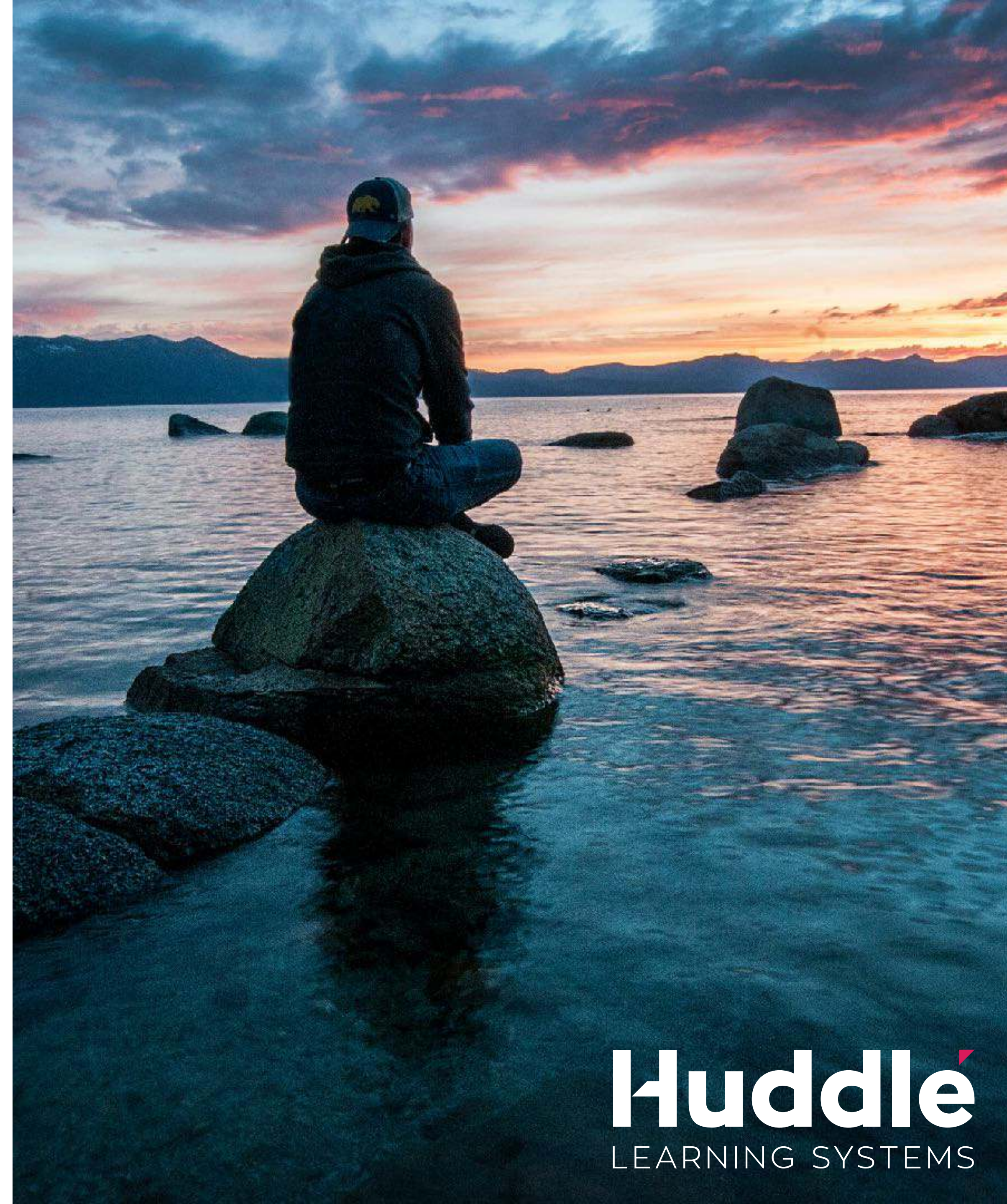




# Cultivating Mindfulness

Formal: Meditation

Informal: Daily life





# Mindfulness Meditation Myths

- #1 Meditation is about stopping thoughts / emptying the mind
- #2 Meditation is only for the religious / spiritual
- #3 Meditation is a relaxation technique
- #4 Meditation requires a huge time investment
- #5 Meditation is only for difficult times

Think of it as

“simple, secular, scientifically validated, exercise for your brain” (Happify)



A person is seen from behind, sitting in a meditative pose on a rocky mountain peak. They are wearing a dark beanie and a dark jacket. The background features a vast mountain range under a soft, hazy sky, with the sun low on the horizon creating a warm, golden glow. The word "Meditation" is overlaid in large white text.

# Meditation



# Making it a habit

- Be clear on your intention
- Start small
- Same time of day
- Same place
- Piggybacking
- Go easy on yourself

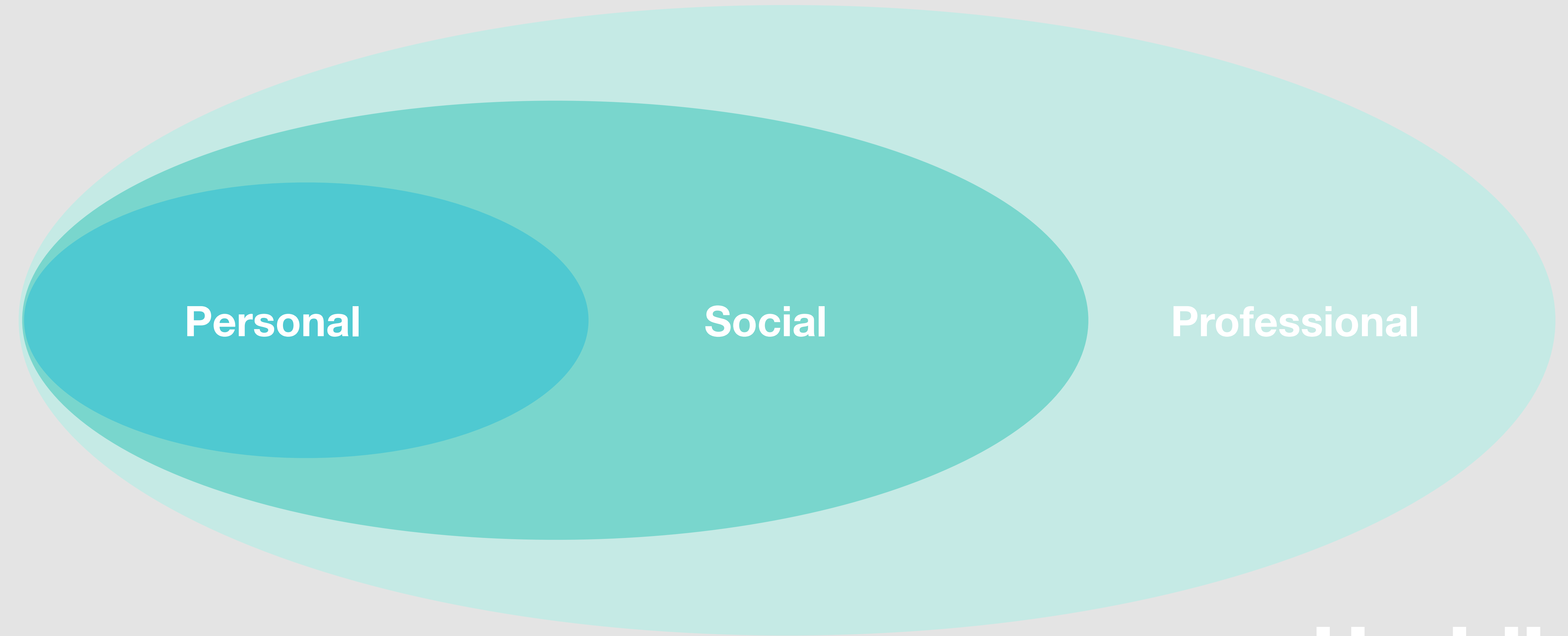


# Mindfulness Apps





# Leadership Practitioner Identity





# Part 2: The Social Landscape

Collective Mindfulness for Wellbeing and Effective Practice



# THE SCIENCE OF TEAM PERFORMANCE

## Psychological Safety and Psychological Strength

**Luke I. Rowe, Ph.D.**

Lecturer, National School of Education  
Australian Catholic University







**Learner Outcomes**

**Learner Experience**

**Teaching Practices**

**Team-based Practices**

**Learning Leadership Practice**

**Executive Leadership Practices**





Learner Outcomes

Learner Experience

Teaching Practices

**Team-based Practices**

Learning Leadership Practice

Executive Leadership Practices



# Social ecological model

(Bronfenbrenner)

- A systems lens helps us to understand the complexity of the world of work. Wellbeing and performance is impacted by a complex dynamic interaction of factors.
- Reducing stress and improving positive wellbeing behaviours is most effective when individual and organisational efforts reinforce one another.





**Wellbeing** ↔ **Performance**



# From individual to collective mindfulness

## INDIVIDUAL



## COLLECTIVE

- Personal understanding of mindfulness theory, research and practice
- Cultivation of mindfulness skills and mindsets
- Benefits to self and others

- Committing to building a more mindful professional culture
- Ways of being / ways of doing
- Collective Efficacy



A group of four young adults are gathered around a table, looking at a laptop screen. A man on the left is looking at the screen. A woman in the center is smiling broadly. A woman on the right with glasses is also smiling. A fourth person is partially visible on the far right. They are in a casual setting with a white brick wall and a wooden door in the background.

# Relationships

The most important factor of life satisfaction and emotional wellbeing



A photograph of four people in a meeting. On the left, a man with a beard and a grey sweater looks down at a device. Next to him, a woman with brown hair in a blue shirt smiles. To her right, a woman with blonde hair and glasses also smiles. On the far right, the back of a woman with long dark hair is visible. They are gathered around a table with a laptop and a coffee cup. The background is a white brick wall and a wooden door.

# Work Relationships

At their best, they can be a generative source of enrichment, vitality, and learning that helps individuals, groups, and organizations grow, thrive, and flourish. At their worst, they can be a toxic and corrosive source of pain, depletion, and dysfunction.





# **Cultivating Professional Trust**

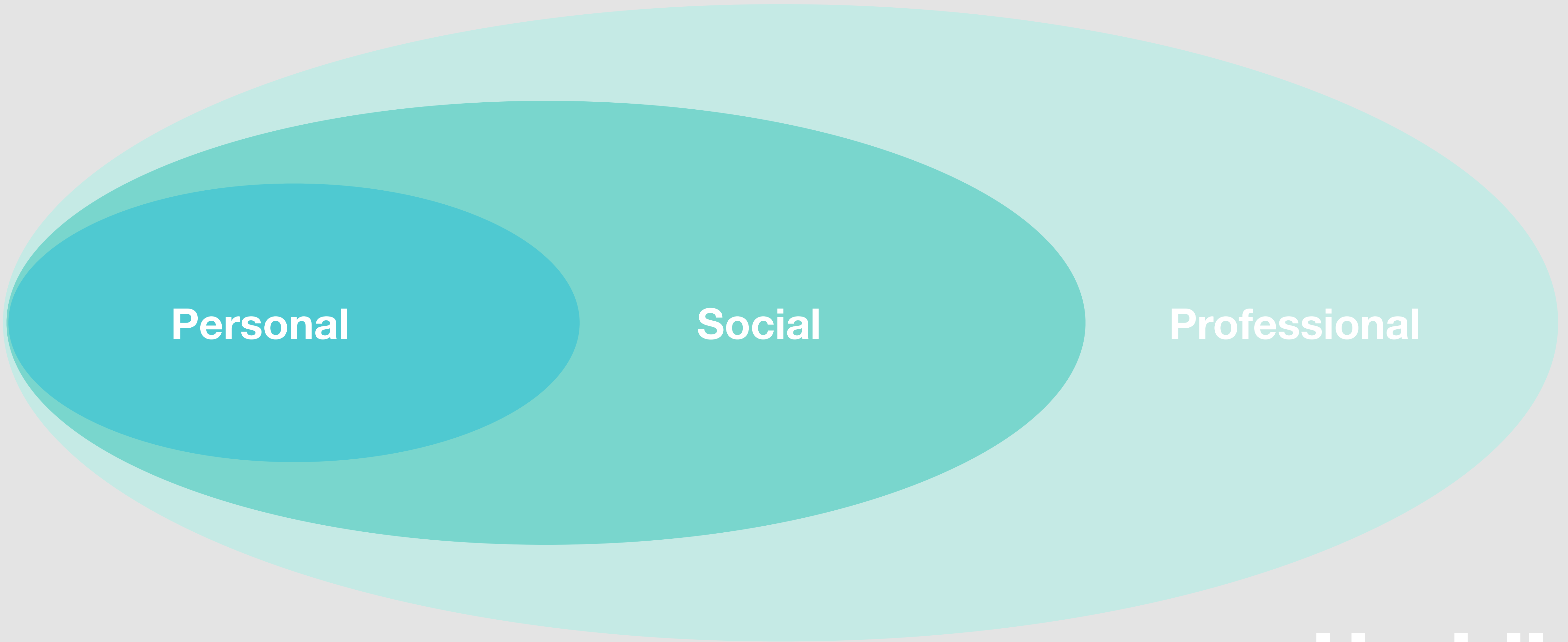


“Teachers must be able to count on others, particularly their leaders, if they are to succeed in their work, so they care about competence...Allowed to persist, incompetence corrodes trust and undermines collective improvement endeavours...Since school improvement requires sustained, collective endeavour, teachers become demoralised and reduce the level of their commitment if they discern that their leaders cannot deal with those who (wittingly or unwittingly) undermine their efforts.”

Robinson, Hohepa & Lloyd



# Leadership Practitioner Identity





# Professional Mindsets

## **Beginner's Mind (open, curious)**

To view a situation from a fresh outlook, with an openness to new information, seeing multiple possibilities

## **Non-judgment**

Observe and notice without judgment; awareness of the limits we may unconsciously create

## **Compassion (incl. self-compassion)**

Understanding and supporting others; extending the same care to ourselves as we would to a close friend

## **Acceptance**

Willingness to see things as they are; to make room

## **Patience/ Perseverance**

Patience is a form of wisdom. It demonstrates that we understand and accept the fact that sometimes things must unfold in their own time; to stick at it

## **Letting Go / Letting Be**

Unhooking from unhelpful thinking and letting go of what we can't change (at least letting it be)

## **Gratitude**

Gratitude allows us to bring attention to all the good in our lives and buffers us from our hardwired negativity bias





Learner Outcomes

Learner Experience

Teaching Practices

**Team-based Practices**

Learning Leadership Practice

Executive Leadership Practices



# Part 3: The Professional Landscape

KLA's and Systemic Improvement



# Psychosocial hazards

Factors in the design or management of work that increase the risk of work-related stress and can lead to psychological or physical harm

- **low job control**
- **high and low job demands**
- **poor support**
- **poor organisational change management**
- **poor organisational justice**
- **low recognition and reward**
- **low role clarity**
- **remote and isolated work**
- **violent or traumatic events**



# Professional Mindsets

## **Beginner's Mind (open, curious)**

To view a situation from a fresh outlook, with an openness to new information, seeing multiple possibilities

## **Non-judgment**

Observe and notice without judgment; awareness of the limits we may unconsciously create

## **Compassion (incl. self-compassion)**

Understanding and supporting others; extending the same care to ourselves as we would to a close friend

## **Acceptance**

Willingness to see things as they are; to make room

## **Patience/ Perseverance**

Patience is a form of wisdom. It demonstrates that we understand and accept the fact that sometimes things must unfold in their own time; to stick at it

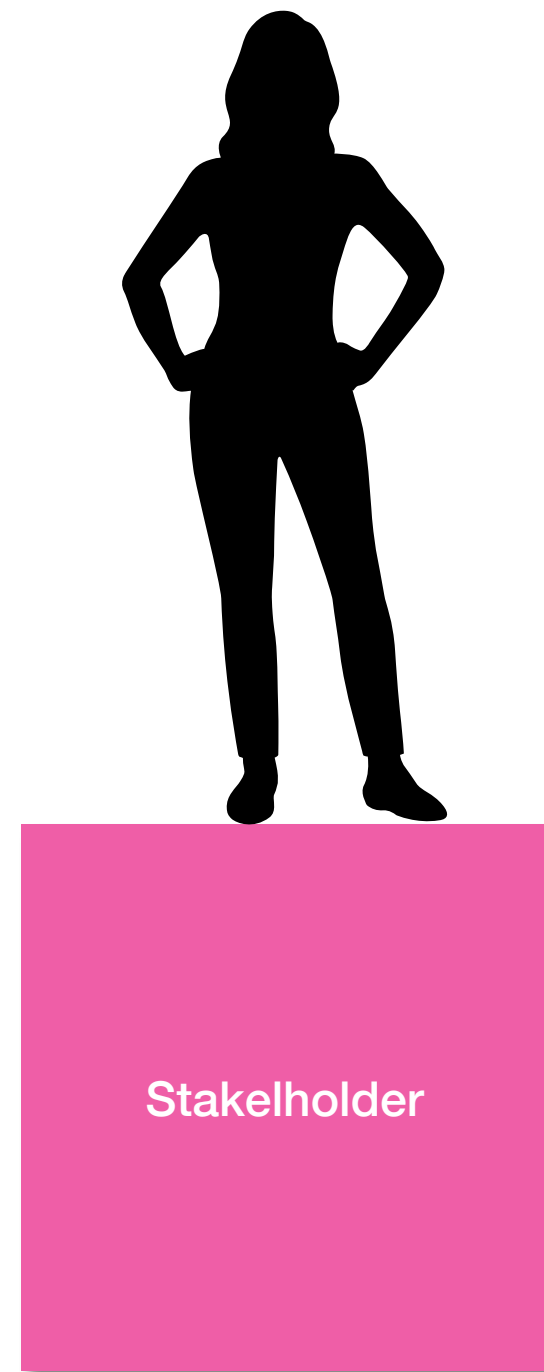
## **Letting Go / Letting Be**

Unhooking from unhelpful thinking and letting go of what we can't change (at least letting it be)

## **Gratitude**

Gratitude allows us to bring attention to all the good in our lives and buffers us from our hardwired negativity bias





## STAKEHOLDERS

Principal Class (Senior Leaderships)

Teacher / Middle level leadership

Teachers

Support Staff

Students

Parents, family, caregivers

Broader School Community

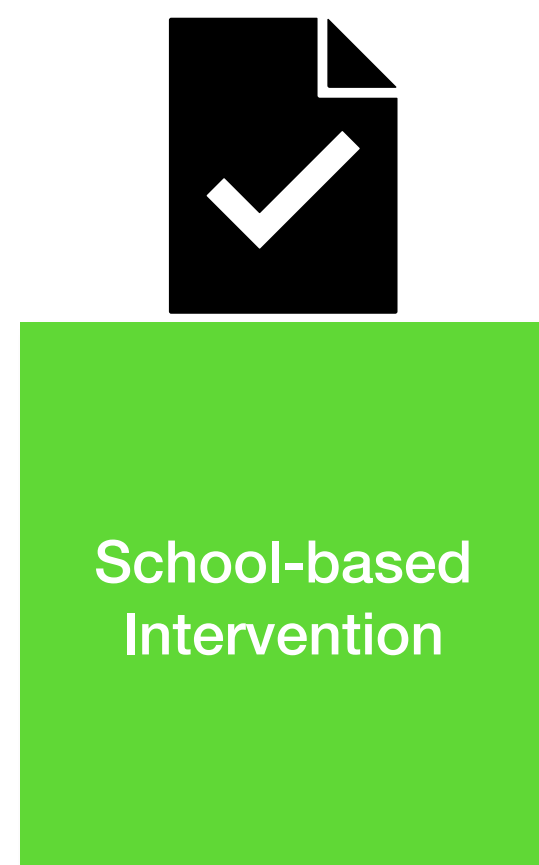
Education System (DET)

Colleagues

Professional Learning Communities (PLTs)

Leadership Teams





## SCHOOL-BASED INTERVENTIONS

Highly effective teaching practice

Staff engagement

Learner engagement

Learner motivation

Home school partnerships (parent engagement)

Efficacious leadership practices

Learner confidence

Curriculum and assessment practices

Respectful / supportive relationships

Psychological Safety

Wellbeing

Thoughts and emotions (internal landscape) // Stress?

Home and personal life (incl. work-life balance)

Meaning and Purpose

Opportunities for development and growth





## **PSYCHO-SOCIAL HAZZARDS**

Reward and recognition

Level of job control

Role clarity

Organisational change management

Level of job demands





## **PROFESSIONAL MINDSETS**

Beginners Mind

Non-judgment

Acceptance

Compassion (including self compassion)

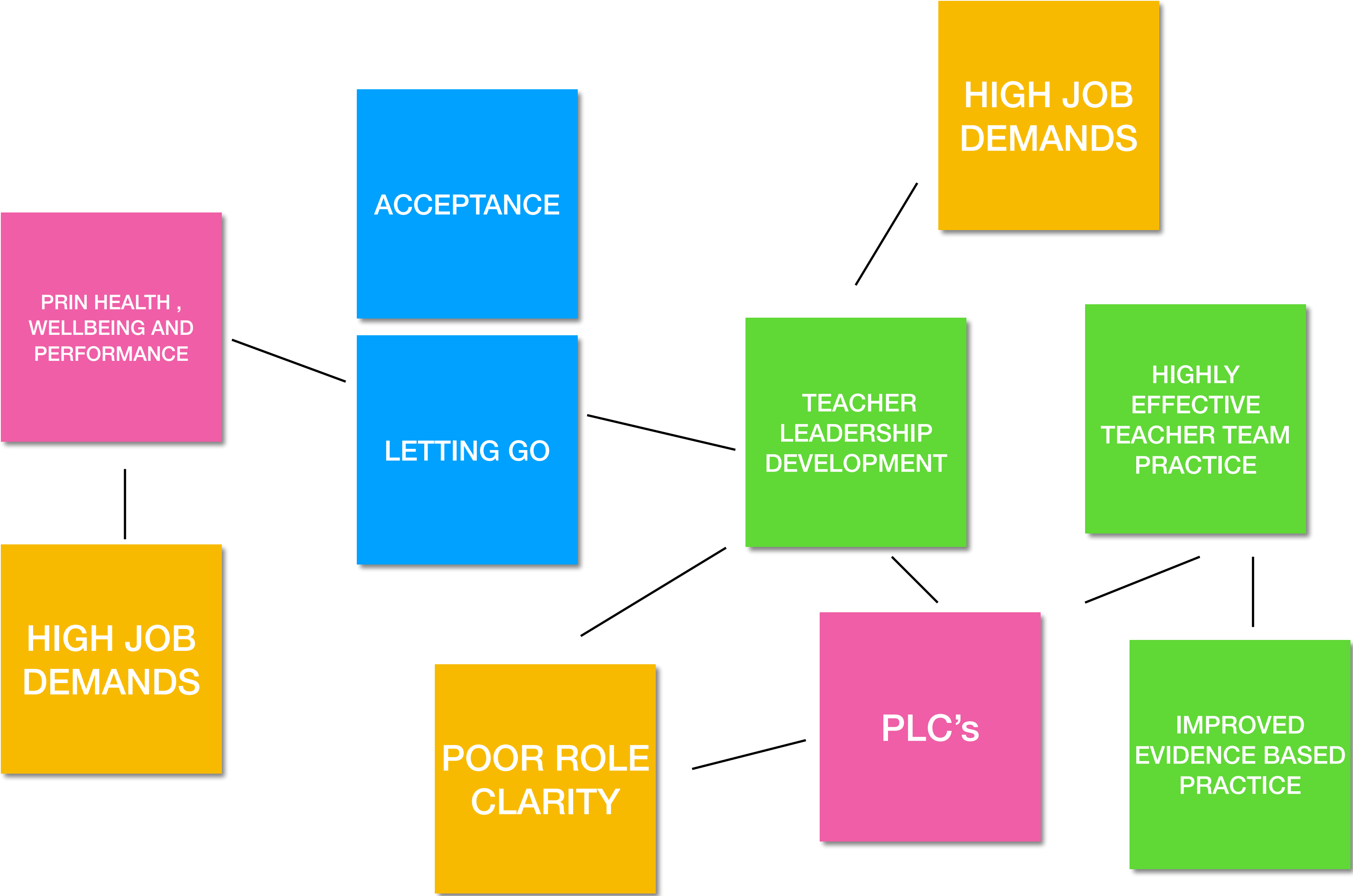
Patience/ Perseverance

Letting Go/ Letting Be

Gratitude



# Systems Mapping Exercise





# Systems Mapping Exercise

## STAKEHOLDERS

Principal Class (Senior Leaderships)  
Teacher / Middle level leadership  
Teachers  
Support Staff  
Students  
Parents, family, caregivers  
Broader School Community  
Education System (DET)  
Colleagues  
Professional Learning Communities (PLCs)  
Leadership Teams

PRIN  
HEALTH ,  
WELLBEING  
AND

## PROFESSIONAL MINDSETS

Beginners Mind  
Non-judgment  
Acceptance  
Compassion (including self compassion)  
Patience/ Perseverance  
Letting Go/ Letting Be  
Gratitude

Professional  
Mindsets

## PSYCHO-SOCIAL HAZZARDS

Reward and recognition  
Level of job control  
Role clarity  
Organisational change management  
Level of job demands

HIGH  
JOB

## SCHOOL-BASED INTERVENTIONS

Highly effective teaching practice  
Staff engagement  
Learner engagement  
Learner motivation  
Home school partnerships (parent engagement)  
Efficacious leadership practices  
Learner confidence  
Curriculum and assessment practices  
Respectful / supportive relationships  
Psychological Safety  
Wellbeing  
Thoughts and emotions (internal landscape) // Stre  
Home and personal life (incl. work-life balance)  
Meaning and Purpose  
Opportunities for development and growth

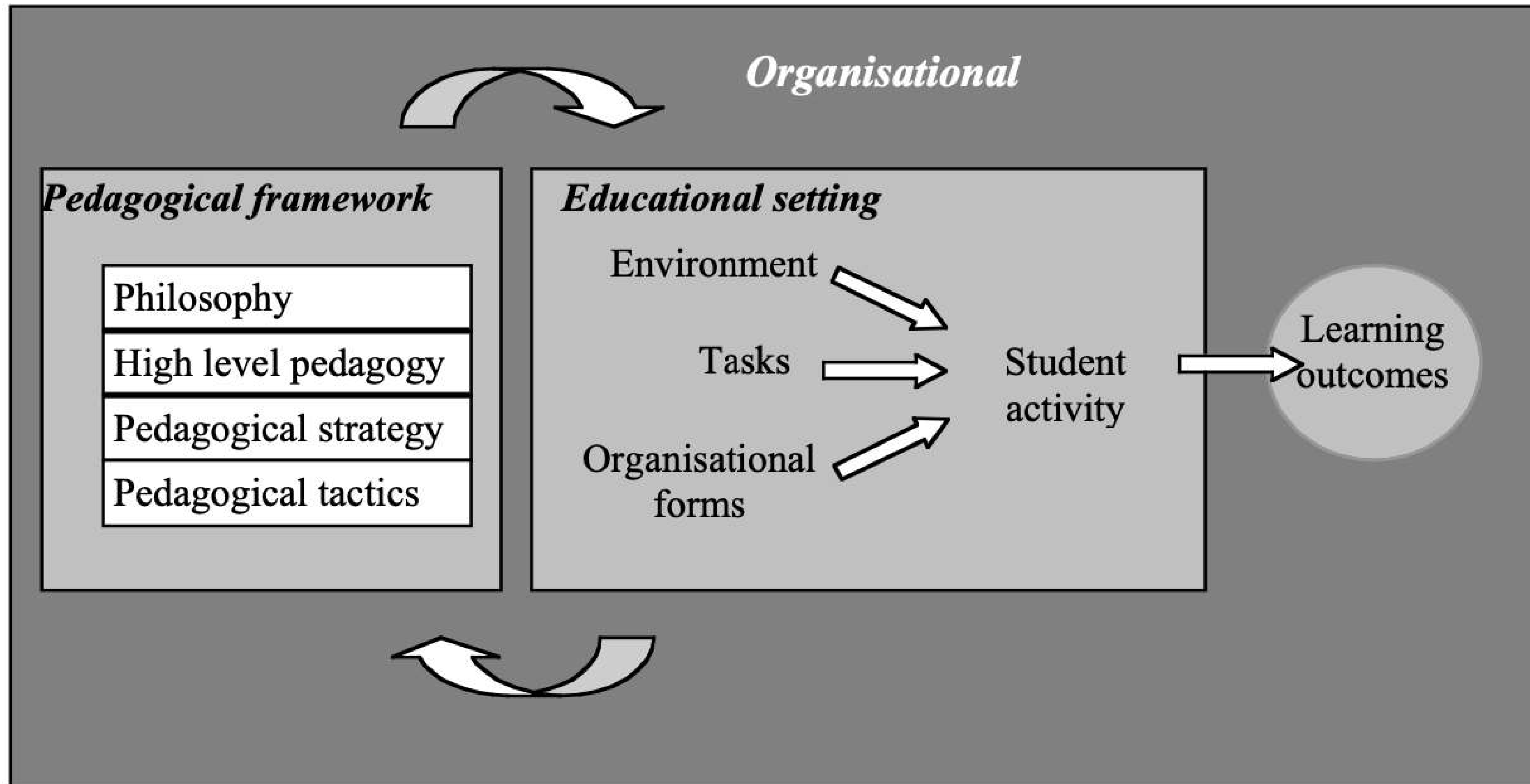
School-  
based  
Interventio  
n



# EDUCATOR WELLBEING AND PERFORMANCE

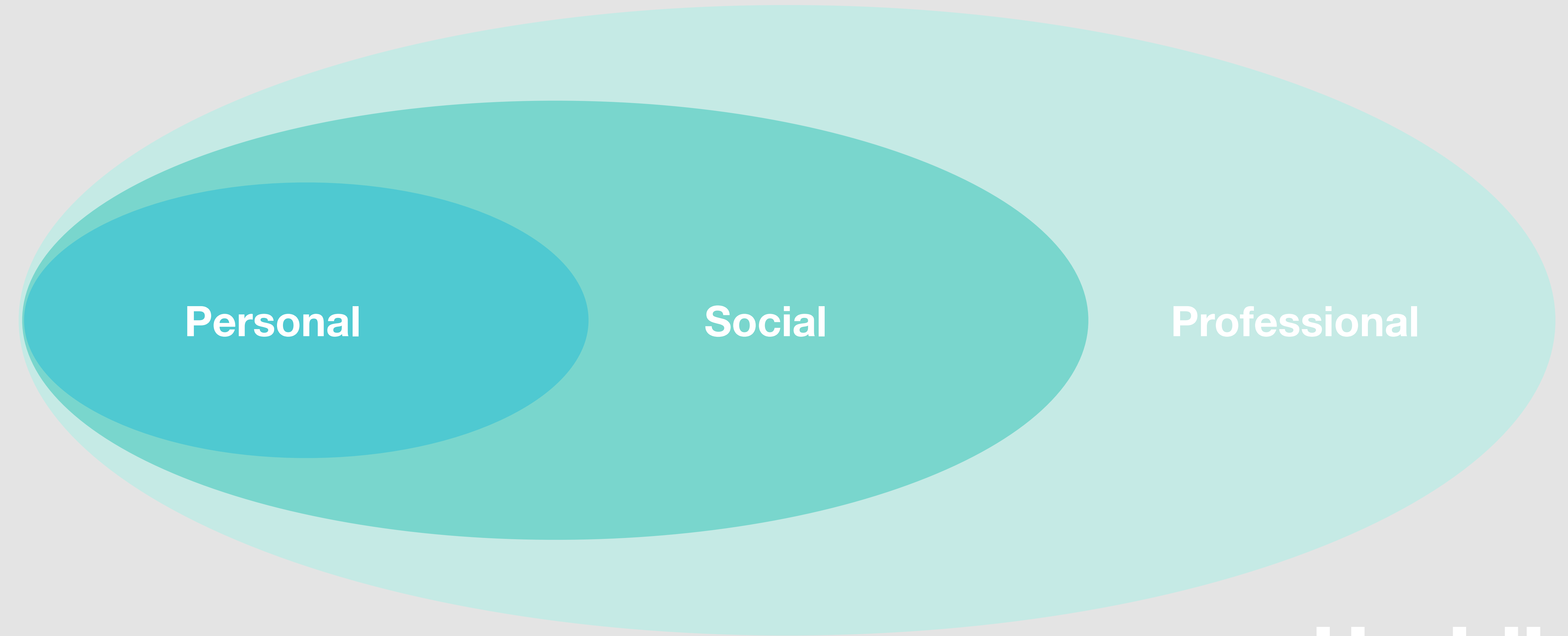
## Psychological Capital and Team Burnout







# Leadership Practitioner Identity







# **The Critical Importance Of highly effective Team-based Practice**





**Learner Outcomes**

**Learner Experience**

**Teaching Practices**

**Team-based Practices**

**Learning Leadership Practice**

**Executive Leadership Practices**





**1. Evidence and Data-informed Practice**

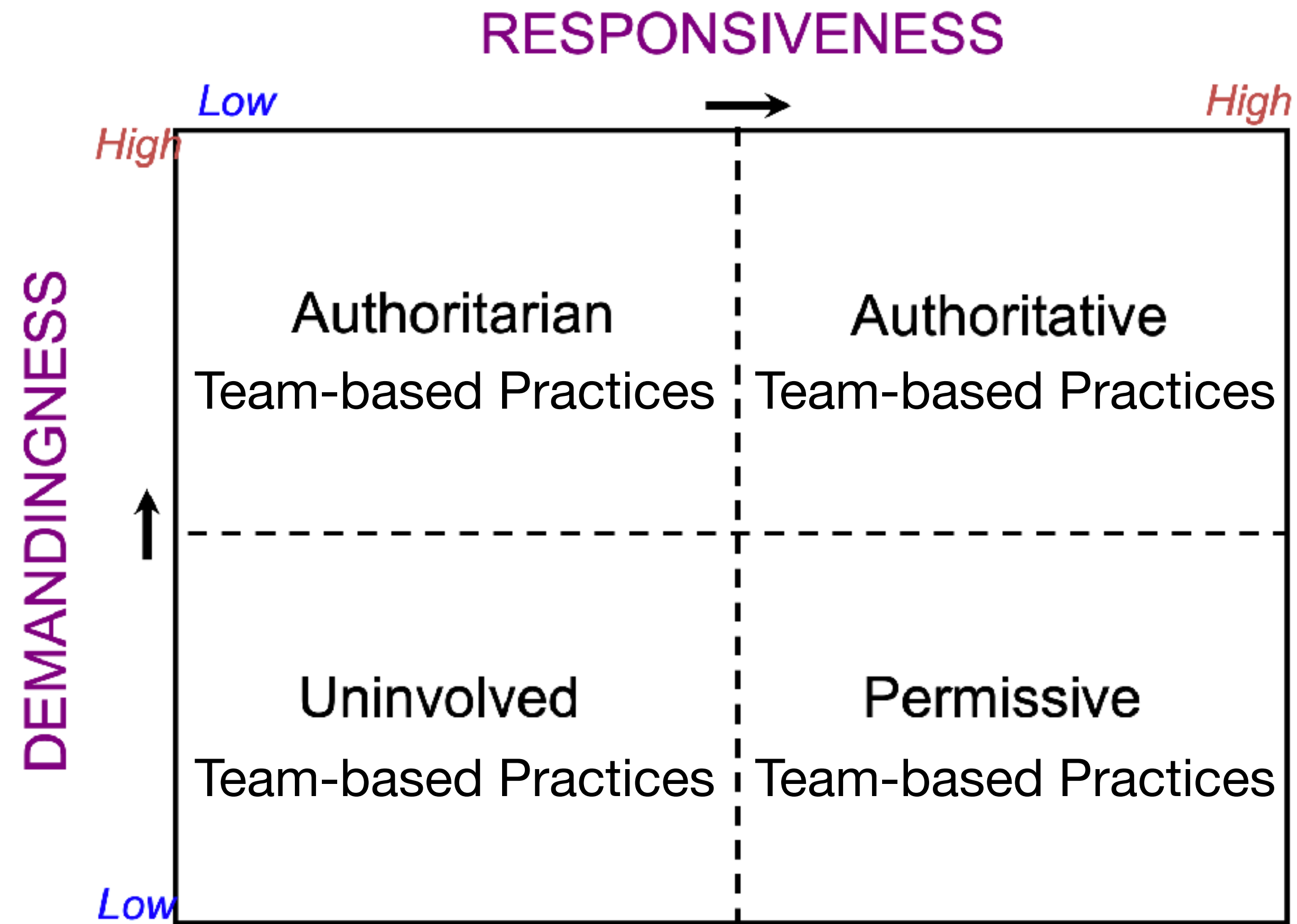
**2. Leading from the Middle**

**3. Exemplary Instructional-based Practice**

**4. Coaching and Mentoring**



# TEACHER TEAM PRACTICE





# MIDDLE LEVEL LEADERSHIP

## 1. Evidence and Data-informed Practice

## 2. Leading from the Middle

## 3. Exemplary Instructional-based Practice

## 4. Coaching and Mentoring

Role Responsibilities VGSA 2017	<ul style="list-style-type: none"><li>Demonstrating high-level expertise in teaching and learning practice</li><li>Modelling exemplary classroom practice including through teaching demonstration lessons</li><li>Modelling exemplary professional learning practice including through seeking feedback from other teachers and leaders on their own classroom practice as part of critical reflection and inquiry to improve practice</li></ul>	<ul style="list-style-type: none"><li>Working with the school leadership team to develop a shared view of highly effective teacher practice</li><li>Leading and modelling the implementation of whole-school improvement strategies related to curriculum planning and delivery</li><li>Providing expert advice about the content, processes and strategies that will shape individual and school professional learning</li></ul>	<ul style="list-style-type: none"><li>Playing a key role in the provision of professional learning, including through developing processes and protocols for observation and feedback of teacher practice and peer collaboration</li><li>Providing evidence-based feedback to teaching staff to inform their effectiveness and development</li><li>Supervising and training one or more pre-service teachers, and mentoring and/or coaching teachers</li></ul>	<ul style="list-style-type: none"><li>Modelling effective learning practice and supporting teachers to seek, analyse and act on feedback on their practice</li><li>Modelling exemplary use of student data to inform teaching approaches</li><li>Developing and promoting school-wide professional learning structures, processes and protocols through Professional Learning Communities</li></ul>
Capability Areas	Modelling exemplary teaching practice and professional learning	Leading from the middle	Mentoring and coaching	Enriching data and evidence practices
Knowledge Learning specialists need to develop:	<ul style="list-style-type: none"><li>knowledge and expertise in high-quality learning and teaching</li><li>knowledge and ability to inquire and reflect on personal and professional development</li><li>an understanding of the Victorian Teaching and Learning Model and how it applies to school-wide instructional practices</li><li>an understanding of adult learning principles</li></ul>	<ul style="list-style-type: none"><li>an understanding of the importance of emotional intelligence and strategies to influence and inspire others</li><li>a deep understanding of how to support school-wide improvement in curriculum design and delivery strategies</li><li>an understanding of effective adult learning principles</li><li>an understanding of effective strategies that contribute to a strong professional learning culture</li><li>a knowledge of current system improvement priorities (e.g. Professional Learning Communities, Middle Years Literacy and Numeracy Strategy)</li></ul>	<ul style="list-style-type: none"><li>an understanding of a range of professional conversation techniques including mentoring and coaching</li><li>an understanding of how to build trust in teams, and with individuals, while addressing challenges associated with the work of improving teacher practice</li><li>an understanding of how co-developed protocols and processes enable effective coaching, mentoring and feedback of teaching practice and peer collaboration</li></ul>	<ul style="list-style-type: none"><li>a deep understanding of the FISO Improvement cycle</li><li>an understanding of summative and formative data and evidence, and appropriate tools for measuring student learning growth</li><li>an understanding of how to use protocols for collecting and using data and evidence</li><li>knowledge of how to use student learning data and evidence to diagnose learning needs and inform future teaching and learning</li><li>knowledge of how to use data and evidence from professional observations to inform professional conversations</li></ul>
Skills Learning specialists need to be able to:	<ul style="list-style-type: none"><li>articulate and demonstrate expertise in teaching, learning, curriculum and assessment practices</li><li>construct processes and protocols for the delivery of professional development lessons</li><li>demonstrate and articulate a flexible repertoire of instructional strategies to support effective teaching and learning</li><li>identify and develop exemplary teaching practice in others</li><li>advance a culture of professionalism by pursuing new learning challenges and modelling reflective practice</li><li>model and articulate a high level of self-awareness to engage in critical reflection and analysis</li></ul>	<ul style="list-style-type: none"><li>work with the school leadership team to influence, motivate and challenge colleagues to make changes that support the AIP and their own professional development</li><li>create safe and trusting learning communities where colleagues are engaged in cycles of inquiry to improve practice</li><li>initiate, design and enact change that significantly improves learning and growth – of students, colleagues and self</li><li>support and assist the development of a culture of innovation and improvement in teaching practice</li><li>lead discussions with colleagues on how to evaluate the effectiveness of their approaches to assessment</li><li>lead ethical, respectful and collaborative professional learning</li><li>advise other teachers on curriculum design and delivery</li></ul>	<ul style="list-style-type: none"><li>co-develop and leverage collaborative practices and protocols to enable professional conversations</li><li>use appropriate modes of professional conversation and techniques for mentoring and coaching</li><li>initiate and model professional support of teacher learning, through student centred collegial enquiry</li><li>engage with teachers and leaders in productive and respectful professional conversations to strengthen reflection on teaching practice and improved student learning</li><li>create and leverage learning opportunities to address identified learning needs of colleagues</li></ul>	<ul style="list-style-type: none"><li>support colleagues to collect, analyse, and communicate cohort data to improve teaching and monitor student growth</li><li>facilitate the analysis of student learning data, collaborative interpretation of results, and application of findings to improve learning and teaching for students and teachers</li><li>use data to inform curriculum planning and delivery</li><li>use data with students to promote self-directed learning</li><li>co-develop protocols and processes that support and strengthen teaching practice and build a high performing learning culture</li><li>use evidence to inform how the professional learning meets the needs of the adult learners</li></ul>
	<b>Professional observations for professional learning</b> <ul style="list-style-type: none"><li>Benefits of professional observation</li><li>Models for feedback and dialogue / Fit for purpose observation</li><li>Defining effective practice</li><li>Developing structures and protocols</li></ul>		<b>Professional Conversations</b> <ul style="list-style-type: none"><li>Communicating to an audience</li><li>Styles of communication</li><li>Frameworks for conversations</li><li>Communicating high expectations for student achievement and professional practice</li><li>Respectfully challenging</li><li>Effective feedback</li><li>Reflective practices</li></ul>	







