

YOUR STEP 1

Establish Community

Key Terms ▶ Participating ▶ Relating ▶ Collaborating ▶ Developing a collective responsibility

You cannot order people to be cohesive

Time: 1 - 2 meetings

Getting first things first

Have you worked together before?

Introduction

Undertake a formal **'Get to know you'** exercise such as **bingo**.

Discuss what a **PLC** is and what each term in **Step 1** means for you. Try to gain an overall agreement, if possible.

Are there other aspects of the community formation stage that you need to consider and discuss?

- Will you have a convener only? Or a rotation of convener or chair?
- Will there be notes taken and decisions recorded? Will it be posted online?
- Will you have set protocols for the **PLC**?
- What decisions can you make?
- How will decision-making occur?
- How will you keep on track? Will you have a plan?
- How will you report back or share with others?
- Will you invite others to join the **Community**?
- Will you have external critical friends?

As a starter for the **PLC**, consider the quotation - *You cannot order people to be cohesive.*

- What will our **PLC** consider is participation and engagement from our members?
- How will we work towards a workable level of cohesion?
- What will identify us as a true community?
- What is the difference?
- How does it differ from a team?

Focus on

After the first discussions, you may still find you need to revisit some of these essentials for each meeting and each step.

- How will we do that?
- How can we make it a little different each time?

The **PLC** journey for this resource is about students with disability and additional learning needs.

Consider some interim steps for improvement even at this early stage.

Use the **Personal Audit** in the **Developing Others** section of the website to determine the skills of the **PLC**.

Activity 40 inviting comments

Language is crucial.

What are some good ways to feed back on people's ideas or involve them in discussion?

Brainstorm 40 inviting comments. The original is online, but it's good fun to generate them together. This will assist in establishing safe practices for working together on a student outcome for each member of the group.

More ideas

The **Developing Others** section of the website looks at six aspects of personal capacity building.

In the section on **Empathy**, undertake some of the individual activities as professional development together. This will assist in getting to know each other a little more and build that personal capacity.

On the other hand, you can complete the section as individuals and then discuss over several meetings, what emerged for you on all or several topics?

Brainstorm essential success criteria from all the community members on what makes it work for them.

You might also

What are our agreements on confidentiality and respectfully discussing students? Create an email list to include everyone. Allow suitable response time. Create an internal school share group.

How will the community handle differences of opinion? How healthy is that?

What are the expectations and constraints from the school for your community?

Finish the first meeting on a high note!

When we succeed in this, how will we feel?

What will it potentially mean for students with disability and additional learning needs?



YOUR STEP 2

Essential Knowledge

Key Terms ▶ Researching ▶ Data gathering ▶ Prior learning ▶ Strengths

Measurement matters but not always for all people

Time: 2 - 4 meetings

Introduction

Have your **PLC** commence the meeting in a specific way, to ensure people can focus after their other work. Try a circle round of what good things have happened today.

- Did Step 1 work? Are there any revisions we need to do?
- Who's convening? What is the agreed time allowed for this meeting? What will you need?
- Could you do a targeted investigation, virtual meeting or online exchange?
- There may be some tasks emerging as part of Step 1 outside of meeting time. How will we manage this?

Put in place first

- What do we understand by the four key themes above in Step 2?
- What information on outcomes for students with disability and additional learning needs, do we have in our school?
- What other quantitative information do we have about our students with disability and additional learning needs? Absence, retention? Do you collect data on student perceptions of inclusion?
- What do we think about the measurement statement - *Measurement matters but not always for all people*?
- What do we know about the prior learning of students with disability and additional learning needs? How can we find out? Do you have transitions data?

- What are the strengths of our students? Have we involved...
 - Families?
 - The community?
 - A special education teacher?
 - The agency person?
- What other qualitative sources of information do we have available?
- What indicators of social and emotional wellbeing for our students with disability and additional learning needs are available?
- Do we regularly check their **Individual Learning Plans**?
- Have we asked students themselves about what is happening for their learning? How do you do this?

Focus on

Take one student in your class, whose outcomes concern you. Work with another person to develop as much information about them as possible. Access differentiation ideas and adaptations that are available for any student with disability and

additional learning needs. Use the **School Support Cards** in the **Resource** section of the website as a starter.

More ideas

PLC members could select one of **10 School Support Cards** from the resource. Read it and report back to the group. Use a jigsaw process to involve everyone in finding out more. What surprised you?

The whole group can look at the **Infographic** to consider the nature of disability in Australia. What's important for us?

You might also

What are our agreements on confidentiality and respectfully discussing students? Email your **PLC** members. Allow response time. Create an internal share group as an online community or a Share Point to update information online.

Activity

Data, strengths & skills

Create a round shape on paper to represent a pie. Slice it to fit the numbers in the group.

Group members write their names on a 'slice'. Also add what you think you bring to this stage on **Essential Knowledge** – including strengths, facts, experience, interest, attitude and so forth. You can rotate the 'pie slice' once. People can add an additional 'skill', if they know one another quite well. It affirms that we too as a community have strengths and prior learning. Alternatively, how do we as a school community consider, use and discuss data

Leading
4 Learning
all
Community
Process

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YOUR STEP 3

Clarify Practice

Key Terms ▶ Articulating ▶ Negotiating ▶ Observing ▶ Feeding back

Intention is not enough

Time: 1 - 2 meetings 'pre observation', 1 - 2 'post observation'

Introduction

- How is the group energy going by the time you've reached this step?
- Try an icebreaker each meeting. It helps to provide examples on pedagogy for the discussion.
- Is the conversation getting deeper, broader and perhaps even slower for the group?
- Is this **PLC** different to any groups in operation? We expect it will be by now. How is it different?
- Ask around about quality. Appoint a person for this stage to help give whole PLC feedback on the quality of the conversation at the end of the meeting. Rotate the role as it's a great skill builder for observation cycles.

Put in place first

- Does your school have a preferred classroom observation or walk-through experience?
- Initially, explore people's thoughts and considerations on how that works.
- Look at the AITSL Classroom Observations process. How could we use this to enhance practice and student outcomes?
- How will the **PLC** use the information from Step 3 to enhance practice?
- What skills will we need? How do we build them?
- What do the four Key Terms for this step above, mean for each of the community members?
- What does each person believe about learning and teaching? Discuss the range of answers everyone puts forward.
- Think about pedagogy types and differentiated practice? Ask the group to bring a variety of models and schemas to share.

Focus on

- Negotiate an area of practice with an observer.
- Focus on the criteria for how you know this aspect would be working effectively for students with disability and additional learning needs.
- Invite your observer to discuss their observations of your students in response to your actions.
- Identify what you saw happening for students when thinking about the feedback.
- Reflect on your feedback. Think about your intentions and focus on what was observed.
- Investigate online the concept of single loop and double loop learning, and the gap between knowing and doing.

Activity

Before observation rounds, try three conversations, each one with a different person on the topics below.

- Talk about a specific time when you felt you helped a student learn in the classroom.
- What causes the most frustration for you in your teaching?
- If you could get one thing consistent across all classrooms, what would it be?

Brainstorm as a group

- Good observation provides me/us with:
- Good feedback provides me/us with:
- A student's zone of proximal development looks like:

More ideas

Belief in our own capacity is critical to good pedagogy. Look at the **Developing Others** section of the website. Select a section to focus on, to help the conversation in the group progress.

Consider looking at the **Strategic Direction** section of the website for practical and strategic consideration about undertaking **observations**. Are all the essential structures in place?

Discuss these points as a group –

- start with a focus for observation
- reciprocal observation is not ideal
- a person does not start with a focus for observation to be the specialist in the area but you do need to know how to observe.

Negotiate the specific pedagogies the community wants more knowledge about, then invite a special education specialist to share practice.

Just in case

Has the energy of the **PLC** plateaued? Revisit your protocols to realign to discussing practice.

What can help?



YOUR STEP 4

Professional Learning

Key Terms ▶ Dialogue ▶ Reflection ▶ Expansion ▶ Professional development

Organisations are made up of conversations

Time: 2 - 4 meetings

Introduction

This step is about a collective involvement and responsibility to follow up on the first round of observations.

- How can we maintain our collective (not individualistic) approach to solving problems?
- Are we together - all on the same page? Check with your **PLC**. Find a way for people to express their true thoughts in a safe way.
- What will participation in conversations for this step look like?
- What do we need to do to deepen them?

Put in place first

- Consider the section on differentiated learning in the **Strategic Direction** section of the website. How can this be used to enhance outcomes?
- Have a community member take one of the following and use it as a professional learning session for the PLC: listening skills, autobiographical thinking, rushing to solutions, suspending judgement.
- Research possibility thinking, strengths-based approaches and appreciative enquiry. Check online.
- What do we mean by dialogue between us? How can we make it meaningful and useful?
- Using the **Developing Others** section on Reflection to explore reflection in action, on action and within action. Are there others?

- What are your reflection patterns as an individual, as a community and what impact does this have on the community?
- What does the term **Professional Development** include for the community?
- What is the best Professional Development people have had? What are the characteristics? Can we use any here?
- Discuss the proficient teacher and lead teacher standards.

Focus on

- Respect - How are we talking to students with disability and additional learning needs?
- Choose a student in your class and write the story of their day according to the observations you now have.
- What is their assessment data really telling us?

More ideas

Consider the **Developing Others** section on Personal Responsibility. Is there anything from your observation results that are difficult to come to terms with in relation to responsibility?

As a **PLC**, discuss these concepts:

- Staying open is the most important skill.
- Reject acceptance and accept rejection is a useful approach.
- You learn more from mistakes than what goes right.
- As an adult, you must give up a way of thinking about something to learn a new way.

Do we know enough about some disability and additional learning needs?

Check the **Resource Section** of the website and recommended references.

Just in case

What happens to the results and ideas at this stage? How will we handle community differences of opinion? How can we put this into action?

Activity

- What encourages / discourages asking for help?
- **Think Tank** - Bring along an element of feedback or a question you would like to discuss. Ensure you feel comfortable with talking it through with others. Have a think tank of possibilities as a group for each one.
- What could be a target for a **PLC** professional

development that would be successful in moving practices forward?

- Do members have a personal **professional development plan**? What can we now include?
- In one conversation, ask members to leave 60 seconds before they reply/add to another person's point. Have no interruptions.
- What was the effect?



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YOUR STEP 5

New Practice

Key Terms ▶ Reviewing ▶ Capturing ▶ Sharing ▶ Sustaining

Good teachers keep moving!

Time: 2 - 4 meetings

Introduction

- We need to nominate what we will explore now as a result of the round of data, observation, feedback and discussion. As a **PLC** and as individuals in classrooms, publish the aims so they can be seen.
- The PLC needs to then hear when and how the new practice explorations will happen.
- Will you have an observer or coach for each member to sustain them and collaborate with planning your new practice?

Put in place first

- Professional development on coaching.
- Get ready with flexible school staffing ideas. Be clear about what you can provide for students with disability and additional learning needs.
- Present a portfolio on observation prior to the step developing.
- Talk to parents and families of the students with disability and additional learning needs about how you are looking to work. Ask for their advice and help.
- What's the significance of calling this new practice not best practice?
- What is the significance of the quotation above to the modern teacher?
- What do the four Key Terms above mean for the group?
- Add in other terms like *evaluating* or *finding value in*.

Deep learning, slow learning, broad learning and micro focuses or micro moments – How could these learning concepts contribute to the quality of our discussions and understanding?

What does differentiated learning and targeted teaching look like in your school?

Focus on

The nature of differentiated practice for students with disability and additional learning needs may influence how we undertake this approach for our students across the community membership.

Nominate the outcomes. Which are quantitative, qualitative and behavioural?

Activity

- Brainstorm when the community has been able to move it's practice in any way. How has this occurred?
- If we do not move our practice, what will happen?
- At the end of this step and sequence, run a mini conference for other people either in the school or at another site or network. Give details of your explorations and results.
- Try to use a range of presentation techniques that match the subject matter.
- What is still to know about learning for students with disability and additional learning needs?
- Make this the last question of the mini conference.

More ideas

Look at **Change Agility** in the **Developing Others** section of the website. Have the group consider the following statements:

- Once is not enough
- When reviewing any result, the best ever question is - What might this mean?
- The next best question is - Why is it so?
- Teaching or coaching others is the best way to learn ourselves.

Each member initiates or adds their learning to their professional portfolio and has a chance to star in a meeting. Possibly the graduate teachers group could be invited.

Just in case

If structures, intentions and people change before the next iteration, have a small ceremony for acknowledgment of the step.

Final point

Is this a natural end or just a new beginning point?