**PhD: SHPS Case Study**

**Date**: 9/6 /15 **Subject** 1st Teacher Interview

Notes**: Teacher R.**

Teacher R. is a casual teacher and she came into the first Lws at SHPS as a new teacher straight out of her university course, she therefore had not much in-depth knowledge or expectations particularly around the Lws process, but she was not threatened or intimidated by it, in fact she found it extremely helpful to her as a new teacher.

Because Lws have a specific aim she was totally o.k with it and she trusted the observer teachers- she felt that the observer teachers were ‘warm and friendly’ and that the school was a ‘safe place’- it was clear that the observer teachers were coming in to learn not to judge her as a teacher. The DC process and Lws were introduced as having a specific purpose and she could see the value of it, particularly when she thought about other schools she had been to and how they could have used Lws. The fact that the Principal Rhonda, didn’t involve herself in the Lws meant that there was more acceptance and trust in the process as for learning rather than for judgement of her as a teacher.

She felt positive about it from the beginning and the focus of Lws being that it is all about benefitting the students by improving the teaching through the Lws collaboration and sharing process. The sharing of resources and knowledge is powerful for her and watching the kids as they are doing and learning is also powerful. She believes the difference in this type of professional development is the same as whether you are on a prac or sitting in a lecture theatre, it is the prac environment where you learn the most by seeing and doing.

The Impact of collaboration in this way is a greater willingness to share and be honest with each other, and feeling freer to ask for advice. Seeing how other teachers are dealing with similar issues in their classrooms provides a sense of broader, shared understanding and shared purpose and experience; that across the grades all teachers are dealing with the same or similar issues and as a teacher you are not alone in this process.

In describing the benefits to other teachers in other schools, she would say that the learning that is shared and the shared support is very important to her and that as teachers we are all improving together. You also need to trust the other teachers, and to do this the aims must be clear.

The principal’s impact on the teacher relationships; the principal must be approachable and you must be able to trust what they say. The fact that both Principals at SHPS have demonstrated through their daily actions that they care about the students and the staff helps to develop that trust.

For her the feedback form the Lws is important as she wants to learn more as a relatively new teacher and she wants to improve.