**PhD: SHPS Case Study**

**Date**: 10/6/15 **Subject** 2nd Teacher Interview

Notes**: Teacher L.**

There was a lot of Professional Development and learning about the DC process and Lws before it was implemented. This is related to selling the need for change in the change literature Alma Harris and Michelle Jones skyped into the school so teachers could ask questions about it all and Michelle Jones came to the school to workshop the process as well. They had a lot of background information on the program. The real understanding, however, came from the doing and involvement in the Lws. Involvement was voluntary initially and as she was a member of the executive team, she and they, volunteered first to demonstrate their support for the program. Rhonda stayed out of the process of the Lws, which was important as this gave everyone confidence in the true aim of the program; which was to provide shared PD opportunities and was not about judging individual teacher performance. Really useful information here – Rhonda is really on top of leadership and change by looks of it

Her initial feeling about the program was one of excitement, Rhonda also communicated a sense of excitement about being involved in the trialling of the program as part of the larger AITSL project. Her feeling now is that it is a fantastic program and that they have learned much more through this than through any conventional Professional Development program they have experienced previously. The sharing of the knowledge and resource base within the school is very positive and builds a lot of trust among the teachers, in particular a lot of professional trust. Trust is a core component of successful change – change should not be full of surprises – as that will dilute trust…ie “what next? Sort of reaction – so transparency pf objectives and processes is really critical.

Leadership impacts- the Principals have developed the school as inclusive and supportive and with a strong focus on the best interests of the students. (The school has had a typical student base of special needs and indigenous students as well as mainstream students).

As Teacher R had stated, the ability to share experiences and to see other grade levels and teachers at work, dealing with similar issues provides a sense of being part of a whole, cohesive unit- again it reduces the sense of isolation (this is an interesting notion – isolation – it might feel like that at times for teachers who work in a culture of low engagement with leaders and colleagues) and that you are not alone in your daily teaching practice.

Also, along with teacher R, this teacher identifies the strength of this type of PD is in the seeing and the doing aspect – seeing the specific teaching goals or aims being implemented and the students working with this in real time is powerful. She gave the example of the Maths Continuum where they had all had some out of class PD with an external facilitator, then they focussed on using this in the classroom and as a focus for a LW- they could then see how the new teaching and learning around the Maths Continuum was being integrated across different classes and grades.

In terms of the ongoing development of the program, she sees it as continually evolving and that it is very good for new and casual staff as it is a means of mentoring (another piece of “gold” potentially) them in a way (which is backed up by Teacher R’s comments.) She also thinks that older teachers who have been teaching for a long time may be resistant to the idea of opening up the classroom- but that at SHPS it was never an issue.

In selling the benefits to other schools- she would say that it is a really good way of building professional relationships among teachers. It provides better quality education for all students as a result of better teaching (though they haven’t actually collected any data on student outcomes as such). It requires ‘buy-in’ from all the teachers and the focus should be that improved teaching will have an inevitable impact on student outcomes. It requires professional respect among teachers as well as building it. The purpose or aim needs to be strong in order to get the best outcome across all areas.