**PhD: SHPS Case Study**

**Date**: 11/6/15 **Subject** 4th Teacher Interview

Notes**: Teacher Lucinda**

This teacher has positive feelings about the Lws and Disciplined Collaboration and has been glad to be a part of the program from the beginning. She feels that it was a ‘special’ type of leadership that prepared them for the Lws process and the potentially threatening proposition of opening up their classrooms to observers. She has been happy to have people come into her classroom and believes that everyone should be open to this concept. The Lws as presented by Rhonda, were always described as having a specific purpose and focus and this made it easier for her to accept the concept. In addition, the feedback provided in the debrief sessions has always been delivered in a positive manner and she feels that generally any feedback provided to you as a teacher is a powerful and useful thing for you and your P.L.

She felt the program was relatively easy to introduce at SHPS because of Rhonda’s leadership in setting it up. She was particularly interested in the research behind the disciplined collaboration and the choice Rhonda made to focus on the learning goals (WALT & WILF). Rhonda was able to show how and why these teaching and learning strategies worked, and thus provided significant improvement in outcomes for students, through her engagement with the research of education experts such as Alma Harris and John Hattie. Ruth was clear that this was not a critique of your teaching but would have a specific, defined focus and her leadership and guidance was always positive on this.

The positive relationships among the teachers in the school and the strength of these relationships, helped with any feelings of hesitancy in regard to the Lws. These relationships have been built through mutual regard and care for each other’s welfare. She thinks that perhaps as a smaller school they are a tighter knit group who talk to each other when they are struggling with personal issues. She emphasised that in her own case, during a time of difficulty, that Rhonda gently admonished her about not coming and talking to her sooner and that she was always happy to be there and to listen to and support her staff no matter what the issue. This support was also provided around teaching issues such as discipline and issues with difficult students. This teacher really valued the extra help and support from Rhonda in relation to students who were having discipline issues. She identified the ‘social welfare’ aspect of her job as one that she really felt Rhonda was able to help her with by taking some of the load off her shoulders thus allowing her to focus more on her teaching.

The professional development of Lws was seen by this teacher as useful for bringing new knowledge into the school and having it shared across grades and classrooms, this whole school approach is seen as important for consistency. She felt that traditional forms of external professional development are difficult to embed into the school as finding the time to ‘in-service’ [her term]the other teachers is difficult- whereas, with the learning walks it can be introduced to more people more quickly and being able to see it being applied makes a huge difference.

For this teacher she trusted the research that Rhonda undertook and the research that underpins the D.C and Lws. She also trusted the ‘passionate’ attitude that Rhonda had in bringing this program to the school- the passion to improve student outcomes and the benefits that were demonstrated through the research really resonated with this teacher.