**PhD: SHPS Case Study**

**Date**: 11/6/15 **Subject** 3rd Teacher Interview

Notes**: Teacher P.**

This teacher is on the executive team and has been the ‘leader’ of the learning walks team. As a member of the executive team he felt that from the outset he needed to be ‘walking the talk’ by volunteering first for participation and to be observed in the Lws. This was the same as Teacher Louise who is also on the executive team. He felt that this program would be a good way of supporting professional learning in the school and particularly in *sustaining* it.

It was clear, and was made clear from the start, that Lws was not about criticising or judging teachers as such, but that there would be a specific focus for each Lw. Each observer would (usually) have different objectives in the learning walk as they observed. He is consistent with the other teachers interviewed, in his thoughts about Rhonda’s handling of the implementation of Lws, he stated that it was important that Rhonda stepped back and didn’t take part in the Lws themselves. He also pointed out that it was equally important that the de-briefing sessions after each learning walk needed to maintain the disciplined focus on the specific focus of the learning walk. He confirmed again what the other teachers have said in regard to ‘trusting relationships’ in the school. When asked about how this trust has been built or created, he said that the leadership played an important role, and that Ruth made the whole project as non-threatening as possible. Again he confirmed that the school has an ‘accepting’ and supportive teaching environment and that they all hold each other in high regard and he links this to Rhonda’s leadership style, ‘ she trusted us and we trusted her’. He points out that currently the teachers at SHPS are, ‘a good group of teachers’ who are prepared to take risks and to learn. Rhonda has fostered a teaching staff who are collaborative and democratic, so he agreed that Lws was, in that light, *a ‘natural fit’* [my words]for the school.

He discussed the incidental benefits of the program such as the sharing of ideas, and resources and being able to use the sustained P.L aspect of Lws to keep new ideas and learning in the forefront of their minds as they teach. It also allowed them to share learning and implementation of the new maths curriculum and has helped them work together to build a consistent whole school approach to Maths teaching.

In terms of the changes to the school and teaching as a result of their involvement in Lws, he backs up other teachers comments about the change to the “talk in the staff room” whereby the talk is less about trivialities and more about their teaching and P.L. He thinks that the Disciplined Collaboration aspect is now embedded in the school and it is, ‘now the way we do things at SHPS.’ He also thinks it is valuable for the younger teachers and their development as teachers.

In terms of the ‘community of practice’ ( Wenger, 1998)- SHPS is now reaching out to other schools with the D.C model and Lws. I asked how would he ‘sell’ this program to the other schools. He said to show by example- invite them in to observe and to see how it works in action, which he believes is more powerful than just reading about it. Also reiterating that there is a specific focus or goal and the point is not to critique the teacher, but rather the specific goal of the Lw- for example, the learning goals SHPS applies- WALT & WILF (What Are we Learning Today and What I am Looking For) how these were presented in the class, did the students have a clear idea about their learning goals, and under the success criteria, are they achieving at the required level, and so on. This is helping to build into the lesson the meaningful purpose of their learning to the students- as he says so learning isn’t a ‘mystery.’ The next phase is using the Lws in an *action research*[my term] capacity to build a maths lesson template together as a team and to see how it works by utilising the Lws. Overall, he thinks it has been and will continue to be, a great tool to help them all get a deeper understanding of the new syllabus. He feels that this D.C and sustained P.L has been the best professional development he has experienced in his 24 yr career as a teacher.