CREATING AND SUSTAINING
A PERFORMANCE AND DEVELOPMENT CULTURE:
A PROFESSIONAL LEARNING PACKAGE
FOR SCHOOL LEADERS

These modules can be customised to meet your needs and delivered throughout Australia. If you would like to discuss having CSE’s team of recognised experts come to your school, network or organisation please contact us directly on:
Freecall 1800 001 220, Phone +61 3 9654 1200 or Email info@cse.edu.au
PROGRAM OVERVIEW

The package comprises 4 interrelated, yet standalone modules to support schools to:

- Deepen understanding of the importance of creating and sustaining an effective performance and development culture
- Review current teacher performance and development practices in the context of the Australian Performance and Development Framework and associated resources
- Build the capacity of school leaders to create and sustain an effective school performance and development culture
- Develop coherent approaches and processes for improving teaching practice enabling improved learning achievement for students.

Pre-reading
- Australian Teacher Performance and Development Framework
- National Professional Standard for Principals
- Australian Charter for the Professional Learning of Teachers and School Leaders
- National Professional Standards for Teachers

What you can expect
Each module incorporates an interactive workshop style approach with a balance of presentations, opportunities for discussion, reflection, sharing of practice and consideration of case studies. Participants will be exposed to resources for consideration and use in schools.

Cost: per person, per module (includes GST)
Individual registration:
- $330 - 1 module
- $280 - 2 or more modules
Team Discounts:
- $280 - 2 to 4 participants from the same school/organisation
- $264 - 5 or more participants from the same school/organisation

To Register: Visit our website: www.cse.edu.au/performance

PROGRAM DESCRIPTION

MODULE 1 – AN OVERVIEW
- An opportunity to hear about the background to, and intent of, the Australian Teacher Performance and Development Framework and to explore implications for schools, school leaders and teachers; unpacking the Framework, its components and the research that underpins it
  - Why do we need an effective and sustainable performance and development culture?
  - How do we do it?
  - How do we find the time and handle the workload?

MODULE 2 - LEAD
- An opportunity to explore the pre-conditions for whole school improvement and for creating and sustaining an effective performance and development culture: strong leadership with a clear vision and direction for the school, high expectations, orderly learning environment and a focus on what matters most
  - How do I work to establish the pre-conditions for whole school improvement?
  - How do I work to lead individual performance and development to contribute to school improvement?
  - How do I work to organise a school where performance and development is part of our everyday work?

MODULE 3 – DO
- A focus on improving teacher practice
  - How do I support more teachers to work like the best?
  - How do I ensure effective whole school and individual professional learning?
  - What are the practical tools and strategies I can use?

MODULE 4 – TEACH
- A focus on teaching and learning
  - How do I know effective teaching when I see it?
  - How do I lead the improvement of teaching across my school?
  - What are the key levers I can pull?
MODULE 3 - TEACH

- An opportunity to reflect on recent research findings and theories of action related to effective teaching practice and to consider the implications for school leaders and teachers
  - How do I know effective teaching when I see it?
  - How do I lead the improvement of teaching across my school?
  - What are the key levers I can pull?

MODULE 4 - DO

- Strategies and tools to improve teaching practice; classroom observations, giving and receiving formal and informal feedback, effective professional learning, collaboration and teamwork
  - How do I support more teachers to work like the best?
  - How do I ensure effective whole school and individual professional learning?
  - What are the practical tools and strategies I can use?

IMPLEMENTING THE AUSTRALIAN PERFORMANCE AND DEVELOPMENT FRAMEWORK
– STARTING AT YOUR POINT OF NEED

MODULE 1 – AN OVERVIEW
The Australian Teacher Performance and Development Framework
with Graham Marshall and Ross Kimber with Barbara Watterston
Wednesday 20 August, 2014

- Background to, and intent of, the Australian Teacher Performance and Development Framework; research findings informing the Framework
- Unpacking the Framework, its components and the implications for schools, school leaders and teachers
- Preconditions for creating and sustaining an effective performance and development culture
- Use of self-assessment tools for schools and school leaders to determine the levels of current understanding and practice in the school, and where they are in the implementation process
- Case studies of schools successfully implementing the Framework
- Leading change: drivers and blockers to be considered in establishing an effective performance and development culture
- Organisational requirements for successfully embedding consistent and coherent approaches and processes for sustaining an effective performance and development culture
- Planning for action and resources for use in schools

MODULE 2 – LEAD
Leading implementation of the Framework (leadership)
with Ross Kimber and Barbara Watterston
Thursday 21 August, 2014

- Relating the Framework to the National Professional Standard for Principals
- Strategies for successful implementation; ensuring shared understandings, consistency and coherence;
  - reflection and goal setting
  - professional practice and learning
  - feedback and review
- Determining the right starting point; use of audit tools
- Planning for change: role of school leaders and the importance of teamwork and collaboration
- Dealing with reluctant starters and “pushback”; issues and challenges for school leaders and how to address them
  - having “difficult” conversations
- Planning for action and resources for use in schools
- Classroom observation: a vehicle for improving teaching practice:
  - purpose
  - processes and procedures for consistency and impact
  - guidelines for feedback
  - sample videos for analysis and feedback
- Giving and receiving feedback
  - coaching triads
  - practice in giving feedback
- Planning for action and resources for use in schools
Graham Marshall is an educational consultant, working at a school and system level, specialising in leadership development, teacher performance and development, school improvement, and school organisation matters. He has been a Senior Research Fellow in the Graduate School of Education at The University of Melbourne for over 10 years and is a former General Manager, Human Resources in the Victorian Department of Education.

Graham has recently been working extensively at a national level with the Australian Institute for Teaching and School Leadership (AITSL) on policy and school practice issues related to teacher performance and development. He has worked with large number of schools around Australia, and conducted many school performance reviews. He co-authored Better Schools, Better Teachers, Better Results, published by ACER (2007) and in his most recent publication co-authored Performance and Development as a driver of teacher and school improvement: Lessons from the field, published by CSE (2013).

Ross Kimber is a former Senior Executive in Victoria’s Department of Education and Early Childhood Development. He is now an educational consultant specialising in leadership development, strategic planning, and school, organisational and educational improvement. He has had extensive experience in and responsibility for providing strategic direction, advice, support and consultancy services to education authorities and providers. He has delivered papers and led workshops at local, statewide, national and international conferences.

Vic Zbar is a Director of Zbar Consulting. He has extensive consultancy and school improvement experience and is recognised internationally for his writing on education and a range of education reports. Prior to the establishment of Zbar Consulting, Vic was a senior executive in the Victorian Education Department and a teacher in the secondary school sector. Vic is a widely published author in both education and management. He wrote the best seller Managing the Future, published by Macmillan and co-authored Better Schools, Better Teachers, Better Results, published by ACER. Vic has reviewed more than 60 schools around Australia and in September 2013, authored Generating whole-school improvement: The stages of sustained success, published by CSE.

Peter Cole has over 25 years’ experience working in education as a Secondary Teacher, Curriculum Consultant, Policy Analyst, Program Manager and Senior Executive within the Ministry of Education (Vic). Prior to leaving the Ministry Peter was the manager of Training and Development. In 1996 Peter formed his own consultancy business and has continued to work in the education sector within Australia and overseas. His consultancy work has primarily been concerned with state-wide policy and program review and advice, curriculum resource development, teacher recruitment and leadership training. Peter is the author of the CSE papers, Professional Development: a great way to avoid change (2004) and Leadership and professional learning: Forty actions leaders can take to improve professional learning (2005). He also recently authored Professional Learning that Works: A guide for teachers and school leaders for AITSL.

Dr Barbara Watterston is CSE’s Principal Consultant specialising in the development of quality professional learning programs to support, enhance and promote the work of the profession, and in particular, school and system leadership. Barbara has over 25 years’ experience in education and has held a number of teaching and school leadership positions. She has managed large teams of professional consultants within the education and not-for-profit community sectors. Barbara’s state-based and national work focuses on: contributing to collaborative cross-sector relationships; the development of research initiatives and content for a publication series; consultancy and project management services; and providing advice and support to systems and sectors through research and professional learning opportunities.

Barbara was a contributor and co-editor of Women in school leadership: Journeys to success (2010). She is an accredited coach, a Fellow of ACEL (Vic) and a Senior Fellow in the Graduate School of Education, The University of Melbourne.