

## ACLE SUBMISSION OF EXTRACT

### **Teaching Teachers - Professional learning for improved teaching practice and student achievement**

Paper Presentation

Presenter: Rebecca McConnell

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#### **Biography**

Bachelor of Primary Educations (Hons), UTS

Currently undertaking a PhD, ACU

Primary Teacher and Head of Learning Support in state and independent schools in Sydney, Brisbane, Dubai and Edinburgh. Deputy Principal Agnew School. Curriculum Coordinator Living Faith Lutheran Primary School.

I am the Curriculum Coordinator at Living Faith Lutheran Primary School. I am undertaking a three year research project based around the design and implementation of a Three Year School Improvement Plan. One of the six objectives of the plan is to improve teacher's professional learning and to design a teacher appraisal process. I will be presenting a paper on the journey so far and where we intend to go.

#### **Problem**

What is the role of a Curriculum Coordinator in facilitating a Professional Learning Process for improved teaching practice and student achievement?

- What appraisal process will work best in the Australian context?
- How might this need to be adapted for our school context?
- How can progress and success be measured?

#### **Significance of the Issue**

Success at school is currently high stakes for governments and their economic development (Wiliam, D. 2011). As a result, there is an increase in the accountability that schools are experiencing in Australia.

Success at school is high stakes for the individual (Wiliam, D. 2011). If student achievement is linked to teacher quality, professional learning is going to become more of a focus in schools.

#### **Possible Outcomes**

“In the synthesis of empirical studies on teacher professional learning and development (Timperley, et al., 2008), several studies failed to link changes in teacher practices to improved outcomes for students” (Timperely, H., 2011, p. 9). Timperley further states that “it is not possible to work out what is working well and not so well without adopting a deeply evaluative stance towards all professional activities”.

Data will be collected from various sources. Analysis may indicate a number of outcomes of the Professional Learning Process. The Teacher Professional Learning Journal and the implementation of the Professional Learning Process may:

- Improve teacher professional learning
- Improve student achievement
- Improve student engagement
- Improve teacher comfort and attitude to their change of their professional practice.

HOWEVER, all or some of these aspects of the Process may be unsuccessful or even detrimental.

### **Links to the ACLE conference**

- What shapes quality education in a Lutheran school?
- What contemporary educational movements need to be engaged, to make Lutheran schooling better?

### **References**

Timperley, H. (2011) A background paper to inform the development of a national professional development framework for teachers and school leaders, AITSL, Melbourne Australia

Wiliam, D. (2012) Embedded Formative Assessment. Bloomington IN: Solution Tree

<https://dl.dropboxusercontent.com/u/101802199/ACLE%20Presentation%20Professional%20Learning%20Journal%20Rebecca%20McConnell.pdf>

<https://dl.dropboxusercontent.com/u/101802199/ACLE%20Presentation%20Teacher%20%20Goals%20for%202013%20Rebecca%20McConnell.pdf>

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